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ABSTRACT

This report is designed to assist members of a Program Quality Review (PQR) team in: (1) conducting a review of the effects of a high school's curriculum, instructional methodologies, and effectiveness strategies on the students; (2) guiding the development of an action plan; and (3) providing a model for the school's own self-study. The report has four parts. Part I describes how the quality criteria can be used for planning and implementation of school improvement initiatives at a school site. Part II is a guide to be used by schools in conducting a self-study. Part III describes the methodology and procedures of PQR, the application of the quality criteria to the school's curricular and instructional program, and the means by which suggestions in the Report of Findings might be developed. Part IV contains the criteria that consist of narrative statements portraying the central features of high quality, followed by a series of concrete descriptions indicative of each quality. A review team may consist of persons who are outside the district, as is the case in a formal PQR, or the team may be made up of school staff and parents who wish to conduct an informal self-study. (SI)

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Quality Criteria for Elementary Schools

Planning, Implementing, Self-Study,

and Program Quality Review

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Quality Criteria
for High Schools
Planning, Implementing, Self-Study,
and Program Quality Review
California State Department of Education
Sacramento, 1989

HIGH SCHOOL

EA 021 141

Quality Criteria for High Schools

Planning, Implementing, Self-Study, and Program Quality Review

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QUALITY CRITERIA FOR HIGH SCHOOLS:
PLANNING, IMPLEMENTING, SELF-STUDY, AND PROGRAM QUALITY REVIEW

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PREFACE

This document, Quality Criteria for High Schools: Planning, Implementing, Self-Study, and Program Quality Review, is designed to assist members of a Review Team in conducting a Program Quality Review and school staff and parents in conducting a Self-Study in preparation for a formal review. The Program Quality Review process is designed to evaluate the effects of curriculum, instructional methodologies, and effectiveness strategies on students; guide the development of an Action Plan; and provide a model for a school's Self-Study.

The document is divided into four parts. Part I describes how the quality criteria can be used for planning and implementation of School Improvement initiatives at school sites. Part II contains a guide to be used by schools in conducting a Self-Study. All schools scheduled for a Program Quality Review will complete a Self-Study prior to their review. It is hoped that other schools will find this guide useful as they assess the quality of their programs during their planning processes. Part III describes the methodology and procedures of Program Quality Review, the application of the quality criteria to the school's curricular and instructional programs, and the means by which Suggestions in the Report of Findings might be developed. It also contains cautions for reviewers about the application of the criteria to the school program. In addition, it describes how the transaction between the Review Team and the school results in Action Plans for improving the program offered to the students.

Part IV contains the criteria, in the form of narrative statements, portraying the central features of high quality, followed by a series of concrete descriptions indicative of each quality. The criteria are as follows:

Curricular Criteria

- English-Language Arts
- Mathematics
- Science
- History-Social Science
- Foreign Language
- Visual and Performing Arts
- Physical Education
- Vocational-Technical Education

Schoolwide Criteria

- Students' Paths Through High School
- Integrated Skills
- Instructional Practices
- Special Needs
- Student Services: Guidance and Counseling
- Improvement Processes
- The Culture of the School

Both state and federal laws mandate the periodic review of schools receiving special funding through the consolidated application. It is hoped, however, that all schools, regardless of funding, will find Program Quality Review beneficial in their efforts to provide high-quality education for all student populations.

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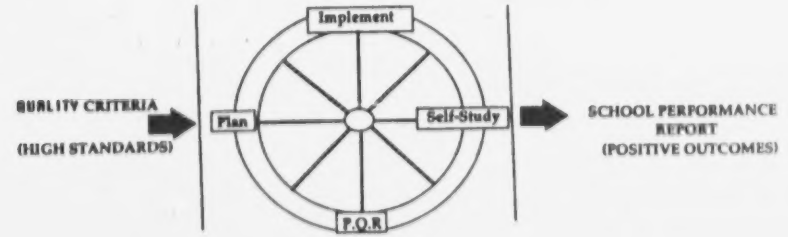
Although change of one kind or another is virtually inevitable, significant and positive changes in a school's capacity to educate all of its students are not automatic. The State Department of Education has, therefore, embarked on an educational reform agenda which can be characterized by the following three-part model (see Figure 1). The School Improvement Program (SIP) and its related processes play a major role in this model.

Figure 1. School Improvement Change Model

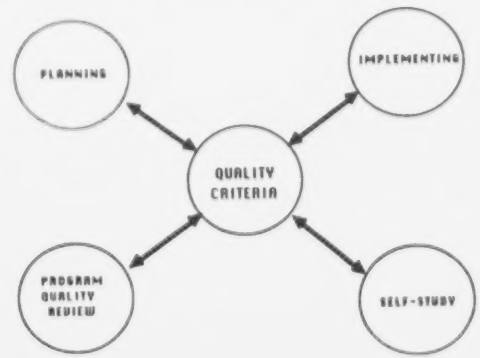


POSITIVE CHANGE THROUGH INTENSE SCHOOL COMMUNITY INTERACTIONS/COMMUNICATIONS AROUND HIGH STANDARDS

The first component involves the establishment of educational standards. They are reflected in large part in the Model Curriculum Standards, Grades Nine Through Twelve, the Curriculum Guides, Kindergarten Through Grade Eight, and the state's various curriculum frameworks and handbooks. These publications are designed to help guide local districts in their efforts to establish higher quality curricula for all students.

The Quality Criteria in this handbook are syntheses of the Department's major curricular and schoolwide standards. They are statements drafted by practicing educators of what an ideal program can look like in operation. They are primarily student-centered in that they include frequent references to what students are learning or what they are doing in order to learn. The Quality Criteria, therefore, serve as the foundation for the four SIP processes of (1) planning; (2) implementing; (3) Self-Study; and (4) Program Quality Review (PQR). These processes are designed to engage the school community in schoolwide improvement activities to improve the effect of its program on all student populations enrolled at the school site (see Figure 2): average, gifted and talented, under-achieving, limited-English-proficient, and special education students.

Figure 2. Criteria and Processes



In planning, a school compares its current program with the Quality Criteria, identifies "matches and gaps," and develops specific change initiatives based on its findings. The goal is to establish a program consistent with the criteria. The criteria then serve as frames of reference or reminders of what the program should look like while the school community is systematically implementing the planned changes. After approximately three years of work toward realizing these ideals, the school conducts a Self-Study of all aspects of its program, again, in comparison with both the curricular and schoolwide Quality Criteria.

Tentative plans for how the school might better align its program with the criteria are identified in the Self-Study report. Finally, a PQR by an outside team is conducted to review the program using these same criteria. As with the planning and Self-Study processes, the PQR process identifies "matches and gaps" between the school's current program and the criteria. These comparisons lead to formal Suggestions by the PQR team as well as Action Plans developed collaboratively by both the PQR team and the school's Leadership Team. The Action Plans include a detailed description of who, what, when, and how future changes will take place; they represent specific improvement initiatives which the school owns and thereby commits to implement.

In the SIP change model, these four processes provide the momentum while the Quality Criteria provide the direction for significant educational improvements at school sites. Taken together, the criteria and processes are designed to generate the intensity of activity necessary to trigger what have been characterized as quantum leaps or "aha's" in the capacity of a school community to achieve educational excellence and equity for each of its student populations.

To that end, this handbook is an invitation to California's educators and interested community members to join together in planning and implementing their own meaningful local change efforts. And through the SIP processes and criteria outlined here, they are free to do so for the best of reasons; i.e., not because of the external promise of reward or threat of accountability but because of commitment to and ownership of their own local plan for positive change.

PLANNING

Planning means deciding what you want to do in the future, how you want to do it, by when you want to complete it, and how you know you have been successful. In a school, successful planning must also involve sufficient consensus among the members of a school community for them to have the commitment necessary to carry out the plan. There are at least three areas related to successful planning which deserve comment here: (1) resources; (2) process; and (3) outcomes.

Resources

The basic resources necessary for successful planning include both funds and information. The School Improvement Program (SIP) makes funds available to schools for the expressed purpose of planning and implementing significant educational improvements in (1) curriculum and instruction; (2) auxiliary services; (3) school organization; and (4) school climate. The goal of a school's changes in these areas is to meet three categories of students' needs: educational, personal, and career. In addition, the SIP school is charged with effectively meeting these needs with all of its students: average, gifted and talented, limited-English-proficient, special education, and underachieving or at-risk students.

Since the focus is on improvement, a significant portion of the school's SIP money should be set aside specifically for change initiatives. The SIP budget should not be spent exclusively on the maintenance of the status quo, even if the status quo is an improved one compared to years past.

Status quo expenditures usually involve the annual commitment to staff salaries for paraprofessionals, curriculum specialists, or coordinators. Change expenditures, on the other hand, help the school to grow and typically include training materials, teacher reference materials, consultants, teacher stipends for staff development or curriculum development carried out beyond the normal workday, substitutes, travel expenses for conferences or visits to other schools, parent training costs, one-time purchases of supplementary materials or equipment, evaluation costs, and expenses related to planning, the Self-Study, and the Program Quality Review. Since there must be some provision for staff to have time away from the everyday operations of the school for planning and implementing change to be at all feasible, change expenditures should also include those which buy time (i.e., time to meet, investigate, discuss, explore, decide, plan, monitor, evaluate, train, learn, and so on).

It is recommended, therefore, that at least 33 percent of the school's annual SIP budget be set aside for change expenditures. This policy guarantees that there will be SIP money available to support the planning, implementing, and staff development activities so vital to significant ongoing improvements at a school site.

Information is a second major resource for achieving change, and there are at least two kinds: inside and outside. Inside information consists of what the school community already knows about curriculum, instruction, and its own students, staff, school culture, and community. Outside information involves what is known in the field of education about

effective schooling, including printed material as well as exemplary practices or programs in operation.

Generating inside information involves questions such as What are the effects of our program on our students, ourselves, and the community? How do these results relate to what we are doing at school and in the classrooms? and What are the unconscious rules, norms, assumptions, expectations, or policies that make up our school culture? The last two questions are often the most difficult to answer because they involve becoming conscious of the unconscious as well as trying to understand the why's connecting actions with outcomes. Answers will involve what is taught, how it is taught, why it is taught that way, how the school is organized, how it functions, who talks to whom about what and when, and what schooling means for the different kinds of students at the school.

Typical sources of inside information include the School Performance Report, grades, criterion-referenced data on student outcomes, student and staff attendance data, data on dropouts, indices of student conduct, opinion and satisfaction surveys of students and parents, face-to-face discussions, staff observations and interviews, and other local studies.

Useful points of departure for exploring these data in relation to the questions posed above include the Quality Criteria, both curricular and schoolwide, as well as the state frameworks, handbooks, curriculum guides, and model curriculum standards. By contrasting what is currently taking place at the school with these state standards, the school community can discover areas it wishes to maintain, reinforce, or change. There is little doubt, however, that how well the school community will be able to understand and use the data collected will depend on how extensively face-to-face discussion, observation, thought, and negotiation of conflicting points of view and values take place during the planning process.

Since no school community is homogeneous, it is critical to try to answer questions about What is? and What should be? by researching the various points of view of all of the people who make up the school community. The program may be interpreted in one way from the perspective of adults, such as teachers (upper and lower grades, by department, by program specialty, and so on); administrators; parents (by ethnicity, grade level, subject area, and so on); categorical program staff; paraprofessionals; pupil services personnel; and other staff. On the other hand, the school's culture and educational program may look very different and reflect varying degrees of success from the point of view of different kinds of students, depending on grade level, subject area, categorical program participation, ethnicity, language proficiency, and so on. A school that is not effective with one of these groups or from one of these adult or student perspectives has to consider what it can do to change.

Outside information is also a critical resource because it involves new knowledge, skills, and options not yet known to the school community about what works and what does not. Again, state publications represent an excellent synthesis of much of what is known about high-quality curriculum, instruction, and school organizational structures and practices. Other important sources include educational journals and books; outside consultants; talented staff from within the district; staff from surrounding districts, county offices, and universities; and exemplary programs such

as those conducted by schools recognized by the California Distinguished Schools Program.

In the final analysis, however, it is the school community's intense interaction with the inside information of what is and the outside information of what could be that will lead the school to an ambitious vision and plan what to do next to make the most significant improvements for all of its students.

Process

The goal of the planning process is to generate as much interaction as possible among all those who will have a role in implementing the resultant decisions or plans for change. This involvement will help not only to generate a comprehensive plan but also to establish the commitment necessary among those who must implement it.

There are five basic steps in the planning process. The first step is to establish a collective vision of what kind of school and what kind of student the school community wants to develop. The second step is to collect both inside and outside information. The goal here is to describe the current program in detail and compare it with what could or should be happening differently at the school. The third step is to analyze and discuss the information collected to determine its relationship and relevance to the future vision as well as the current practices and outcomes of the school. The fourth step is to negotiate a consensus among all interested parties regarding the improvement initiatives to be undertaken and their expected effects. The fifth step is to design the improvement activities and establish the roles necessary for carrying them out.

The amount of time it will take to carry out a comprehensive planning process, however, will vary depending on the size of the school, the relative need for serious reform, and the format of the plan to be generated. For example, to draw up an initial plan which describes everything that is happening at a school, including ongoing activities as well as changes, may take an entire school year. However, to draft a plan for a select number of improvement initiatives, such as the tentative Suggestions and Action Plans normally generated by a Self-Study, may only take two to four months.

The structure currently recommended for the Self-Study can also serve as a model for initial planning. For example, a Leadership Team, in cooperation with the School Site Council, can organize and guide the planning process at the school site by establishing committees to collect information and plan using the Quality Criteria as major organizers for the committee structure. The Leadership Team is made up of representatives of the various structures within the school (e.g., the School Site Council; grade-level teachers in elementary schools or subject-area teachers at the secondary level; categorical program staff; program specialists; other staff at the school and district office; and parents and students representing various student populations at the school). The Leadership Team should meet with the committees to monitor their activities, provide support, and receive periodic reports on their progress. This team should also report regularly to the School Site Council and receive direction from that group throughout the planning process because it is this group that is charged with the ultimate

responsibility of guiding, developing, and approving the school's plan.

As mentioned previously, the Quality Criteria and the state publications on which they are based should be the major organizers for the planning process. It should result in the identification of **matches and gaps** as the current program and the criteria are compared. For the curriculum criteria, in particular, the planning process proceeds from (1) what students should be learning in each curricular area (i.e., the district's core curriculum); to (2) major instructional strategies, organizational structures, and policies to help students learn that curriculum; to (3) variations in the strategies, structures, and policies necessary to ensure the success of each student population enrolled at the school (e.g., average, gifted and talented, special education, limited-English-proficient, and underachieving students).

Outcomes

The most obvious outcome of a planning process is the plan (i.e, a consensus of the school community's commitments for what changes will be made in the future). It should also include a brief statement of the collective vision of what kind of school, teachers, or students the school community sets as its ideals.

The format of the plan should facilitate its use as a **working document**. If it is too large or detailed, individuals will find it difficult to consult or to find their role in implementing the planned changes. It is recommended, therefore, that, no matter how much information is collected on the current program and no matter how extensive the many positive activities or programs being carried on at the school, there should be a separate, identifiable **improvement plan** which includes a description of the major improvement initiatives to be implemented in the immediate future. This is not to say that a comprehensive plan of all programs, objectives, and activities at the school should not be written and constitute a plan in themselves. Rather, there should also be an improvement plan document which is detachable from the comprehensive plan or exists as a separate summary of the school's most current change initiatives.

The improvement plan should not, therefore, be imposing; nor should it be relegated to a shelf as a trophy of the planning process. Rather, it should include (1) a limited number of improvement initiatives (e.g., four to eight major programmatic changes that the school is willing and able to undertake and that will have a significant, positive impact on students); (2) the roles to be played by the members of the school community as they carry out the initiatives; (3) regularly scheduled planning, monitoring, and problem-solving activities to ensure implementation of the change initiatives; (4) an evaluation component which may include both quantitative and qualitative measures; and (5) a budget. The final product must ultimately be approved by the School Site Council and the local school board before implementation may be initiated.

IMPLEMENTING

Although it may seem obvious, implementation does not necessarily occur automatically after planning. In fact, for successful implementation to take place, it is often necessary to have the same kind of

organizational structures in place that were used to develop the plan. This means that the principal, the School Site Council, the Leadership Team, and many of the committees formed to represent the various curricular and schoolwide interests in the school may still be required to see to it that the major change initiatives in the plan are carried out.

Systematic and ongoing communication among all participants in the school's planned improvements has been shown to be absolutely critical for the successful implementation and long-term adoption of local innovations. Weekly, biweekly, and monthly implementation meetings are the most important formal vehicles in the school's organizational structure to achieve this communication. Such meetings can accomplish several important implementation functions.

First, they can focus on monitoring who is doing what and the effects of the change activities on those who are involved (e.g., students, teachers, administrators, classified staff, parents, and so on). Second, staff who meet regularly can ensure the efficient and effective coordination of their efforts as well as an appropriate division of labor among all participants.

Second, coordination is particularly important in a school in which several student populations are provided services by the same adults, either within or outside of the classroom (e.g., limited-English-proficient, compensatory education, special education, average, or gifted and talented students). For example, innovations which often require a substantial amount of time for teachers to meet together might include:

- Establishing a literature-based English-language arts program for all students
- Improving the access of compensatory education students to higher levels of math and science
- Implementing cooperative learning with heterogeneous groups in science
- Mainstreaming students who receive special education services
- Providing supplementary support to migrant students
- Scheduling peer-coaching visits among teachers learning how to use sheltered English with limited-English-proficient students

A systematic, formal means must be provided for the adults at the school to plan together what they will do with each other or with their students, share with each other what they have been doing with the students they serve in common, solve problems, and review the outcomes of their efforts. This type of coordination is that which is needed on a regular basis for relatively large numbers of students at a school. Clearly, such coordination, or what has sometimes been referred to as ongoing planning, should take place in addition to what student study team meetings can accomplish for a relatively small number of individual students having unique problems in the program.

Third, the time spent in implementation meetings should be devoted mainly to the day-to-day and week-to-week problem solving necessary to carry out the school's planned innovations. Fourth, the regular feedback shared by the participants at these meetings can also provide the basis for any necessary modifications or on-course corrections that may arise. And finally, for those who may feel insecure or uneasy about trying to put new ideas into practice, such meetings should provide the personal and professional

support needed for people to turn planned innovations into reality.

Of all of these functions which may be served by implementation meetings, coordination and problem solving will undoubtedly predominate, both in terms of time spent in meetings and in the immediate effects that these communications will have on the success of the program.

As mentioned in the planning section, time is the major prerequisite for the successful implementation of the school's change initiatives. Therefore, teachers need time away from their teaching responsibilities. Released time, short meetings before and after school, periodic weekend or evening meetings, minimum days, and the released days available for School-Based Coordination Programs (AB 777) and Pupil Motivation and Maintenance Programs (SB 65) are among the options available for setting aside time to invest in the successful implementation of a school's planned improvements.

SUMMARY

Effective planning and implementation require modifications in the organizational structure or capacity of a school beyond what is necessary to carry out business as usual. Time, fiscal resources, committee structures, and communication strategies are the major components that must be addressed by a school that is committed to significant change. Planning produces a plan for future action, implementing produces action, and the latter does not naturally follow from the former without deliberate leadership.

At the elementary level the principal and the School Site Council are the most obvious choices for causing both processes to happen. At the secondary level the responsibility will more likely fall to the department chairpersons and assistant principal in addition to the principal and School Site Council. In either case, however, structured planning and implementing must both occur regularly and systematically in order to keep the school growing in its capacity for change as well as in its ability to provide an optimal education for all of its students.

PART II
GUIDE FOR CONDUCTING THE SELF-STUDY

The Self-Study is the foundation of the High School Program Quality Review. The reasons for this emphasis on the Self-Study are as follows:

- The quality of planning for improvement is dependent on the quality of the information collected and the analysis of that information; collection of information and analysis occur mainly in the Self-Study phase.

- The quality of the Self-Study as perceived by the school community determines the meaning accorded the visit by the external Review Team and any subsequent planning.

- The Self-Study generates the insight, commitment, and motivation required to accomplish significant program improvements.

This guide outlines suggested processes and strategies for conducting a Self-Study:

- Organizing for Self-Study
- Applying the Schoolwide Criteria
- Applying the Curriculum Criteria
- Developing the Self-Study Report
- Using a Self-Study

ORGANIZING FOR SELF-STUDY

As a school organizes for a Self-Study, there must be clarity about responsibilities and involvement. High schools have been described by some as collections of departments within schools or loosely coupled organizations.

The key organizing structure for the Self-Study is the Leadership Team. This representative body, usually appointed by the principal, has the major responsibility for organizing and monitoring the Self-Study. This group is responsible for selecting the three in-depth areas for the Self-Study and the PQR, developing the Self-Study Report, and facilitating the review for the PQR team.

The Leadership Team is composed of ten to twelve individuals who are considered leaders in the school community. The team should have representation from the school's curriculum departments, the School Site Council, the administration, classified staff, the district office, and students where appropriate. The group also oversees a number of committees organized to carry out different aspects of the Self-Study. These committees are organized around the fifteen Quality Criteria (See the chart on p. II-18). The Leadership Team, together with these other committees, provides the structure necessary to carry out a thorough schoolwide analysis of the school's program and its effect on the students and the adults in the school community.

In brief, the Self-Study carried out by the school community determines the success or failure of the entire Program Quality Review. A school carrying out a half-hearted, pro forma Self-Study will reap at best a nondescript review or at worst an embarrassing external review that will result in meaningless planning for improvement. This section, "Guide for Conducting the Self-Study," is included in this document to emphasize the importance of the Self-Study. Guidelines on procedures and techniques for collecting information for the visit by the

external Review Team are also included.

The Quality Criteria for Program Quality Review are designed to promote a more cohesive and coordinated view of high schools. In the conduct of the Self-Study, it is not sufficient for a participant to contribute only as an individual or to be interested in only the results that affect his or her own department. Seven of the criteria are schoolwide and require individuals and departments in the school to look at the sum of all the parts--the school as a whole and its effects on all of its students.

As a school organizes for Self-Study, it will be setting up the ways in which staff will be contributing as members of three different groups: (1) individuals; (2) members of departments; and (3) members of the school as a whole. Self-Study at these three levels reflects an expectation for an improvement process to thrive at each level.

In addition to the involvement of the administrative, counseling, and instructional staff, students must be included in the Self-Study. Students who participate should reflect the diversity of the student population. They should be selected from the college-bound, general-track students, and vocational-technical education students; students receiving remediation or other special services; advanced-placement students; at-risk or potential dropout students; students from each grade level; students from the various ethnic groups at the school; transfer students; recent graduates; students involved in extra-curricular activities, including sports and academic, dramatic, or other clubs; and students who participate in student government. Finally, the school may also elect to include parents, members of the School Site Council, and representatives of the local community.

Each participant in the Self-Study is involved in analyzing where the program is vis-a-vis the criteria. At the individual level each member of the school community is charged with (1) self-analysis of practices that pertain to each criterion; (2) peer observation and feedback, applying selected criteria; and (3) focused discussion with others about various aspects of the school program and the impact of each aspect on the students, as represented in the Quality Criteria.

All teachers in their departmental work groups are involved collectively in looking at both the curriculum and the schoolwide criteria. The departmental perspective is important in the Self-Study because departments have identities, reputations, and norms which have direct impact on what students experience in school and because departments are effective organizing units for change. For the curricular criteria, the departments compare their curricula with state and professional standards and review the implementation of the curricula. The results of this comparison and review are then judged according to the Quality Criteria.

At the departmental level, for both the schoolwide and curricular criteria, teachers analyze their own practices as they pertain to the criteria for their content areas and group analysis of departmental norms, policies, and practices as they relate to the schoolwide and curriculum criteria. Peer observation and focused discussion are the basic methods to use.

For the seven schoolwide criteria considered in the Self-Study, all participants are involved in shaping

the individual and departmental input into generalizations about the school. Good input from the individual and departmental levels will permit the staff and students to see the school as a whole and identify areas in need of improvement as well as areas of strength. At the schoolwide level individuals are charged with going beyond their particular classrooms, content areas, responsibilities, or perspectives and working to synthesize what they know with what others know. They must not exempt themselves from accountability for the impact of the school as a whole.

The Importance of Establishing a Schoolwide Perspective

The first step in the Self-Study process is deciding what questions to ask, what activities to observe, and what data to review to be able to compare each aspect of the school program with the related quality criterion. Decisions must be made on what classes to observe; what students to follow through their classes; what sorts of questions to ask the students, the staff members, the administrators, the council members, and others involved in the various parts of the program; and what documentation is to be reviewed, including students' work samples, student achievement data, records of awards, minutes of meetings, and so on. These decisions also go a long way toward determining the usefulness of the Self-Study as well as the Program Quality Review by establishing a schoolwide perspective of program quality.

In the development of procedures for collecting information about the school program, certain sets of data should not be overlooked. They include the School Performance Report, with locally developed indicators of success; the recommendations of the most recent Program Quality Review or Western Association for Schools and Colleges (WASC) accreditation review and follow-up action taken in response to those recommendations; and the results of the California Assessment Program and other norm-referenced tests analyzed for patterns of achievement for all students and for specific groups of students over time.

Good reviews and, subsequently, good planning occur when people have good information and the commitment to act on it. The Self-Study must not be so burdensome that it discourages quality interaction among staff, students, and the community. To avoid having the Self-Study feel like an academic exercise or meaningless paperwork, it is important to keep the following in mind:

1. Information collected is to be used by the school and the external Review Team to meet the goals of the Program Quality Review: analysis and plans for improvement.

2. The analysis provided by the Self-Study is shaped by the Quality Criteria.

3. Those organizing the Self-Study must guard against overburdening individuals, departments, or the school as a whole. Work should be distributed equally across the school community and the process should take from 2-4 months only.

Artifacts and Opinions

The artifacts of a Self-Study are the materials collected. They may include examples of students'

work and projects, videotapes of teachers conducting classes, and students working, records and transcripts, memos, and minutes of meetings. Artifacts constitute the best way for a school to determine the validity of opinions, which are another major kind of information. It is important to solicit the opinions of students, parents, staff, and administrators. Opinions provide valuable information on the overall sense of a school. Whenever possible, people should be asked to provide examples or artifacts to support their opinions.

In summary, each school is urged to individualize its procedures for collecting information. If the suggestions for collection of data are seen as items on a menu from which schools pick and choose what fits their situations, the information collected will be more meaningful and powerful.

The Quality Criteria

The criteria for the high school Program Quality Review are grouped in two main sections: schoolwide and curriculum. There are seven schoolwide criteria: (1) Students' Paths Through High School; (2) Integrated Skills; (3) Instructional Practices; (4) Special Needs; (5) Student Services: Guidance and Counseling; (6) Improvement Processes; and (7) the Culture of the School. The eight curriculum areas that are reviewed include (1) English-Language Arts; (2) Mathematics; (3) Science; (4) History-Social Science; (5) Foreign Language; (6) Visual and Performing Arts; (7) Physical Education; and (8) Vocational-Technical Education.

The concepts embedded in these criteria are not new. They represent significant agreements in the current analysis of effective high school education and incorporate sound curriculum, effective educational practice, and applied organizational management.

In-Depth Areas

The Leadership Team in charge of planning and monitoring the Self-Study must choose three of the fifteen high school Quality Criteria for an in-depth analysis. The team may choose two curricular and one schoolwide criterion or three curricular criteria. These criteria will be a primary focus during both the Self-Study and the PQR. The Review Team will generate at least one Suggestion for each of these areas; three of these Suggestions will then be developed into Action Plans by the Leadership Team and the Review Team. The school is encouraged to develop at least tentative Suggestions for improvement and Action Plans before the PQR in order to facilitate the Review Team's work when they arrive. Although the Review Team has the prerogative of developing the final Suggestions for the Report of Findings, developmental work by the Leadership Team beforehand will help ensure that the Suggestions and Action Plans that result from the review are more thorough, well-conceived, and ambitious than would otherwise be possible.

APPLYING THE SCHOOLWIDE CRITERIA

The schoolwide criteria are designed to focus on what students experience as individuals, as members of groups (enrollees in advanced placement classes, special classes, and so on), and as a total student body. Typically, separate groups of adults at the school, such as teachers, department chairs, counselors, and administrators work with students on discrete bits of content or need. Students experience

the discrete bits and synthesize them into their experiences in school. The adults often are not aware of all the different pieces that students put together. Using the Quality Criteria to look at school programs will help schools to see what the school experience is for different kinds of students and determine the degree of congruence between what is stated policy and what students and other members of the school community actually experience.

The Quality Criteria are summative statements of a high-quality program as experienced by the student. When applying the schoolwide criteria for Self-Study, members of the school community organizing and conducting the study should follow the steps listed below:

1. Everyone involved in the Self-Study must become acquainted with the contents of the Quality Criteria and must be knowledgeable about the specific criterion or criteria he or she is to apply.

2. Those who are to apply a given criterion must decide what procedures they will use and what specific information they will seek out. For example: How will they follow individual students through their day at school? What students should they select? What classes will they observe? For how long? What specifically should they observe while in each classroom? Who will they talk to? About what? What pieces of paper and what other artifacts should they review?

3. The process of collecting information about the criterion being applied is carried out as planned.

4. Then, the individuals who applied each criterion discuss what they have found, pooling their information to develop a common perspective of the program in operation and its impact on students.

5. This common perspective is then compared with the criterion. Areas of the program that reflect the description in the criterion are identified as the program's strengths; those that do not match the criterion are potential improvement areas.

6. The group must next decide which of the potential improvement areas should be selected for action. For example: Which would have the greatest impact on the criterion area as a whole? Which would offer the greatest potential for success? In what sequence should they be approached?

7. Finally, the conclusions of the group are recorded so that they can be included in the Self-Study summary and shared first with the school community and then with the visiting Review Team.

In the pages that follow, the Quality Criteria are treated individually so that the participants in the Self-Study can use the criteria singly or together. A general overview of each criterion is followed by a guide for gathering information and finally by a model for conducting that portion of the Self-Study. Each school's Self-Study will be unique to that site, and participants will want to adjust the Self-Study to fit

the needs of the particular school. Note: The following information should be considered a guide and not a mandate.

Conducting the Self-Study for Students' Paths Through High School

The criterion for Students' Paths Through High School focuses on the policies and opportunities that determine the student's experience in courses and programs during high school. The term Students' Paths refers to the paths composed of coursework and other structured elements experienced by a student. Included are a common core of curriculum experienced by all students; a rich offering of curriculum and structured experiences beyond the common core; and a carefully monitored network consisting of skills, training, and counseling that permits students to move between paths and attain their highest ability. Regardless of the path taken, students should be informed and have the potential to move between paths and be assured of a high-quality comprehensive program in each path.

When gathering and analyzing information for this criterion, keep in mind the following major themes:

1. Students achieve a core of common learnings. In addition, specialized courses enable students to attain their goals and prepare themselves for higher education or work.

2. The school's policy and practices ensure that all students have equal opportunity for quality learning situations. The bridges between the paths that students might take through high school allow them to move to more rigorous or challenging courses. Students are encouraged to take higher-level classes and are supported when they do.

3. Parents, teachers, counselors, and students work together to set the best path for each student. The paths are regularly evaluated to ensure that they are comprehensive and balanced.

4. Students and parents receive frequent assessment of and advice about student progress. Students see how what they are learning fits together and feel that what they are learning is important.

The key to getting information about student paths is in the unit of analysis: the individual student's path. The criterion loses its meaning if one looks at only cross-sectional data. Therefore, Self-Study procedures should be designed to gather data on whole paths of individual students.

Sources of Information

- People
  - Students, including graduates
  - Counselors
  - Department chairs
  - Teachers
  - Parents, including members of the School Site Council
  - Representatives of local businesses and colleges
- Documentation
  - Overall course offerings, including core requirements, enrichment and extension

offerings, and remedial courses
- Prerequisite course patterns
- Students' transcripts
- Scheduling and time lines for registration
- Reports of the number of students receiving guidance about paths
- Reports of students' work in colleges and businesses
- Allocation of resources in guidance regarding paths
- Written material for students, parents, and teachers on registration, guidance, and counseling
- Other

Possible Procedures

o Review documents in order to develop profiles of paths taken by different groups of students.

o Conduct in-depth case studies of paths for a representative group of students. Interview a couple of graduates.

o Carry out departmental analyses of students' paths.

Conducting the Self-Study for Integrated Skills

The criterion for Integrated Skills focuses on the skills of thinking, learning, listening, speaking, writing, reading, and calculating, which are common across all areas of the curriculum. The term Integrated Skills refers to the extent to which schoolwide curriculum and instruction integrate these skills and require students to develop and utilize them in an integrated fashion. In this criterion both the identified skills that all students experience as necessary for their success in school and the systematic plan for a school staff to monitor and teach these skills are considered. Within this criterion is the educational goal of equity in that the degree to which students integrate skills is often the critical factor in opening a number of diverse paths to them.

When gathering and analyzing information for the Integrated Skills criterion, keep in mind the following major themes of the criterion:

1. All students in all courses are developing and using these integrated skills.

2. This focus on integrated skills is enabling students in all paths to move into and succeed in a more demanding curriculum.

3. All students are expected to use and increase their thinking skills. The development of higher mental processes is central to instruction in all subject areas.

4. In-service programs are helping teachers increase their own skills and implement activities and assignments in their classes that develop these skills.

Sources of Information

o People

- Observation of instructional activities
- Students' discussion of instruction in the integrated skills and their perceived need for

such instruction
- Staff's discussion of which integrated skills are taught; when, where, and how they are taught; and to what extent such instruction is needed
- Discussions with librarians and teachers about library use
- Other

o Documentation

- Students' assignments and work completed
- Integrated skills described in the curriculum
  (a) Diagnostic data of skills students are presumed to have
  (b) Scope and sequence of skills taught directly in curriculum
- Course syllabuses
- Schoolwide goals and objectives
- Testing data on integrated skills
  (a) Standardized
  (b) Formal classroom
  (c) Informal classroom
- Remedial curricula and materials (reading, mathematics, writing), if any
- Library collection, usage, and schedule
- Other

Possible Procedures

o All teachers are interviewed about their expectations for these skills and the degree to which students exhibit them. Consider each of the identified skills.

o Interview students about what skills are required to do well in a particular course, whether they have the skills, and how they could get help in developing the skills if they do not already have them. Consider each of the identified skills.

o Each department reviews its curriculum, including course objectives, to determine the extent to which the development of the skills, including thinking skills, is embedded in the curriculum.

Conducting the Self-Study for Instructional Practices

The criterion for Instructional Practices focuses on the techniques and strategies teachers use to impart the curriculum and promote learning. This criterion is analogous to the Integrated Skills criterion in that while the Integrated Skills criterion goes beyond curriculum content to learning, the Instructional Practices criterion goes beyond curricular content to pedagogy. Central to the Instructional Practices criterion is the notion of the teacher as a professional; that is, an individual with a professional knowledge of curriculum and craft. The content of the criterion is based on the premise that teachers know and employ effective teaching-learning strategies in all of their interactions with students.

When gathering and analyzing information for the Instructional Practices criterion, keep in mind the following major themes of the criterion:

1. Teachers are knowledgeable about the central issues, the major works and people, and the primary methods of thought and communication of their disciplines. Students' learning time is concentrated on the important priorities of the subject.

2. Students' lessons (1) prepare the students for new content; (2) introduce the content; (3) involve students in interactive activities suited to the content; (4) require use of the content with guidance and feedback; and (5) require use of the content in independent work and through transfer to new situations in synthesis with other knowledge and skills.

3. Class time is used to encourage students to develop and elaborate ideas, and discussions are designed to help students sort out the critical issues on the subject.

4. Teaching methods and assignments are matched to the learning situation. Type of content, style of learning, style of teaching, and resources available are considered, with emphasis on developing the students' capacity to think and learn on their own.

5. Expectations for students' performance are clear and fair; students receive timely feedback; time is managed to maximize learning; teachers' attention is balanced, timely, and fair; and the belief that all students can and will learn guides interactions among teachers and students.

Sources of Information

o People

- Observation of instruction
- Teachers' discussion
- Students' discussion
- Videotapes of instruction
- Other

o Documentation

- Students' work
- Lesson plans
- Staff development needs assessments and calendar or plan of activities
- Departmental meeting agendas and minutes
- Other

Possible Procedures

o Teachers pair up for peer observation based on criterion. Each pair observes in three or four classrooms in its own and another department.

o Sample portfolios of students' work are analyzed.

o Each department in a staff meeting discusses the instructional strategies used and records ways in which students receive information, are encouraged to learn and acquire skills and knowledge. Department members interview students regarding issues raised in the criterion.

o A group of teachers are selected and trained in peer observation. This group observes randomly selected classes within each department.

Conducting the Self-Study for Students with Special Needs

The criterion for Special Needs focuses on the curriculum offered to students with special needs and the support received by these students to be successful participants in the regular program. Basic to this criterion are the concepts of equal access to

the core curriculum; a rigorous and challenging curriculum commensurate with students' highest potential; and a balanced curriculum, including one that is delivered, when and to the degree necessary, by the use of the student's primary language as a vehicle of instruction. Also central to the Special Needs criterion are the school policies, staff developmental activities, support services, and commitment of staff and community that support a well-coordinated and well-articulated program for students. They are thereby enabled to experience success in their academic endeavors as well as their daily school activities.

When gathering and analyzing information for the Special Needs criterion, keep in mind the following major themes of the criterion:

1. The special services received by the student help him or her master the content of the core curriculum.

2. The methods, materials, and assignments used in coursework are appropriate to the special needs and abilities of each student. Coursework is challenging.

3. Teachers are knowledgeable about the needs, capabilities, and learning progress of the students, and they work together to provide a coherent, well-articulated program.

4. Schoolwide policies and procedures encourage and support an environment in which all students experience success in learning.

Sources of Information

- o People
  - Students, including graduates
  - Special services staff
  - Teachers--specifically, their knowledge about special services
  - Counselors
  - Parents of students with special needs
- o Documentation
  - Students' assignments
  - Individual education plans (IEPs), individual learning plans (ILPs)
  - Initial and ongoing assessment data of students
  - School plan
  - Staff development needs assessments, calendar or plan of activities
  - Course outlines and expectations
  - Specialist staff meeting minutes/policy statements

Possible Procedures

- o In-depth case studies of a sample of students are conducted. How the total program works and how the different regular and special components work together are investigated.
- o All departments review the availability of special services and resources and the use of teaching strategies and materials to address the needs of this group of students effectively.

- The School Site Council reviews the school plan and analyzes the effectiveness of its implementation at the school as it addresses the needs of students with special needs.

Conducting the Self-Study for Student Services: Guidance and Counseling

The criterion for Student Services: Guidance and Counseling focuses on the guidance program and its impact on students' success. The term Student Services refers to a comprehensive program of counseling and guidance for all students in support of their acquisition of the school's curriculum and their participation in school life. The counseling and guidance program is designed to provide a positive school climate for students to experience success in school, help students overcome behaviors disabling to learning, and remove barriers to equal access and equity. All students learn how to plan for and deal effectively with societal and educational changes and to take personal control over their development as lifelong learners.

When information on the Student Services criterion is being gathered and analyzed, the following major themes should be kept in mind:

1. All students receive counseling and guidance services and have equal access to program services. The program is designed to anticipate the needs of and be responsive to all students and includes a guidance curriculum, individualized student planning, and systems of student support. As a result of the program, students:
   - Acquire necessary decision-making information.
   - Learn to apply planning and survival skills.
   - Experience a supportive and rewarding learning environment.
   - Address educational, career, personal, and social concerns.

2. Student Services refers to a comprehensive program of counseling and guidance and is an integral part of the total school. Services are widely known and understood by the entire school community.

3. The program of services is written down, is well publicized, and includes a scheduled calendar of program activities.

4. Leadership is evident throughout the school, and all staff members support and provide guidance services.

5. Ongoing staff development activities support program delivery.

6. An ongoing review of the services is made to promote continual improvement. The program of services is evaluated annually and revised accordingly.

The key to getting information about Student Services lies in the analysis of how student services affect students' success. Therefore, Self-Study procedures should be designed to gather data from observations, interviews, and documentation which reflect the results and comprehensive nature of the school's student services.

Sources of Information

- o People
  - Students, including graduates
  - Parents, including members of the School Site Council
  - Administrators
  - Department chairs
  - Teachers
  - Representatives of local businesses and colleges
  - Personnel from community-based organizations and social services agencies
- o Documentation
  - Statement of school policy and philosophy on student services
  - Handbook for guidance and counseling services
  - Guidance calendar for delivery of services
  - Guidance and counseling goals and objectives and student outcomes and competencies
  - Guidance and counseling materials and curriculum
  - Guidance and counseling assessment and questionnaires
  - Evaluation of guidance activities
  - Daily counselor logs and client contacts
  - Records on dropouts, truancy, attendance, and so on
  - Case studies
  - Staff development needs assessments and calendar or plan of activities

Possible Procedures

- o Review guidance curriculum and program activities.
- o Conduct in-depth case studies of a representative group of students, including graduates.
- o Analyze student services and the effects on student outcomes.

Conducting the Self-Study for Improvement Processes

The Improvement Processes criterion focuses on the policies and practices of organizational renewal in a school, the climate resulting from the policies and practices, and the components of the improvement effort. The term Improvement Processes refers to all the activities related to organizational renewal in a broadly conceived sense, including planning and organizing for change, identifying needs, setting goals, implementing changes, carrying out staff development, and maintaining effective schoolwide leadership. The assumption is that a deliberate and systematic forum for growth is operating and that growth efforts are part of everyday life at the school.

When gathering and analyzing information for the Improvement Processes criterion, keep in mind the following major themes of the criterion:

1. The decision-making processes used by the school are widely known, broadly based and include the School Site Council.
2. The improvement goals reflect the academic focus of the school; the goals and objectives of the program are clearly defined and widely known; and the school plan provides a focus for the alignment of curriculum, instructional

practices, and evaluation.

3. Collaboration exists among teachers and administrators, and teachers readily participate in the development and implementation of improvement efforts at the school.

4. Staff development is an ongoing activity designed to improve the job-related knowledge and skills of all who interact with the students. High interest and commitment to professional growth and improvement are evident.

5. Supervision of instruction is ongoing and systematic and is aimed at instructional improvement.

Sources of Information

o People

- Teachers
- Department chairs
- School site and school advisory council members
- Student council members

o Documentation

- School plan
- Minutes of the school site and the school advisory councils meetings
- Other meeting agendas and minutes, such as those for department meetings and the school's leadership meetings
- School policy statements
- Staff development needs assessments and calendar or plan of activities

Possible Procedures

o The School Site Council researches, recounts, and records the improvement activities during the past few years through a series of interviews with teachers, administrators, and students.

o The department chairs analyze the current school plan in order to determine the status of the proposed improvement effort. Each department discusses its own department-level improvement process as it complements the school-level process. Each chair reports to the School Site Council as a whole.

o The School Site Council discusses the school improvement process, including goal setting, planning, implementation of improvement strategies, and evaluation of the implementation of the school plan to date.

Conducting the Self-Study for the Culture of the School

The Culture of the School criterion describes the tone or atmosphere of the school which reflects shared values, the sense of mission, and the dominant ideas and philosophy of all who are a part of the school organization. Central to this criterion is the idea that the school culture, which is shaped and promoted by the leaders (administrators, faculty, and students) at the school, in turn shapes the day-to-day activities and interactions of the students, the teachers, the administrative staff, and parents and community members who interact with the school.

When gathering and analyzing information for the Culture of the School criterion, keep in mind the following major themes of the criterion:

1. The administrators, teachers, students, and parents believe that student learning is the primary purpose of the school.

2. School leaders (administrators, teachers, and students) actively shape and promote the culture of the school, focusing energies so that the school's purpose and vision guide the everyday behavior of students and teachers in the classrooms.

3. Students find school a pleasant, safe, and orderly place to be and the environment conducive to learning.

4. Teachers enjoy the freedom to experiment and be innovative; they feel a strong sense of efficacy.

5. Administrators and teachers value service to students, self-renewal, and professional development.

Sources of Information

o People

- Students, student leaders, graduates
- Teachers, department chairs
- Administrative staff
- Specialist staff, including counselors
- Parents and other members of the community

o Documentation

- School policy statements
- Minutes and agendas of School Site and school advisory councils, department meetings, curriculum council or department chair meetings, and student government meetings
- School plan
- Staff development calendar and records of training activities

Possible Procedures

o The School Site Council researches the aspects of the school's culture by interviewing selected people and by reviewing documents.

o A small group of students, teachers, administrators, and parents interview randomly selected members of their peer groups about each aspect of the school's culture. Each group reports its findings to the School Site Council.

APPLYING THE CURRICULUM CRITERIA

The curriculum criteria have been developed in concert with the state model curriculum standards, handbooks, and frameworks. These curriculum criteria, although specific in content, contain a common set of features that run throughout each of the criteria. The common elements include the content of what students learn, instructional practices specifically related to the content, course sequence, staff development, and leadership. The criteria have been designed to be summative and are not intended to be used to generate detailed or complex portions of a

single curriculum. They are intended to provide a general indicator of what a high-quality program would be like in operation and provide goals toward which schools should strive.

For the purpose of effective Self-Study, the Quality Criteria provide the common language and cohesion that lead to in-depth analysis. The state model curriculum standards, frameworks, and handbooks should also be used in concert with the Quality Criteria for curriculum during the Self-Study.

(Note: In certain subjects, model curriculum standards do not exist. For these subjects, standards are usually available from state and national curriculum associations.)

At the beginning of the curriculum Self-Study, it is necessary to identify the participants, determine the extent of their participation, and establish the goals for their work. Typically, key Self-Study participants are teachers; department chairpersons; program coordinators; specialists; counselors; school leaders, including academic deans and principals; and other interested personnel. The school staff may wish to include in the Self-Study of curriculum areas experts from outside the school, including staff from the district, community and state colleges, and universities. All outside teaching staff should be prepared for their roles as curriculum specialists and mentors. The second step in the Self-Study is a thorough preparation for participants that includes a review of the model curriculum standards, the Quality Criteria for the curricular areas, curriculum frameworks and handbooks, and significant articles related to curriculum. This reading is meant to provide the background for the review of the artifacts within each department, such as syllabi; course outlines; departmental policies, including those for grading and discipline; and other data collected as part of the Self-Study.

The basic procedures for conducting the curriculum Self-Study are (1) the Self-Study participants first review the state model curriculum standards, frameworks, and handbooks for their subject areas and then compare the assignments and activities of their students with those described in the model curriculum standards; and (2) they compare what is being taught in their departments to these documents and the Quality Criteria, supplemented by district curriculum guides. Other resources that would be useful in this analysis of curriculum and instructional practices include:

1. Statement on Competencies in English and Mathematics Expected of Entering Freshmen, available from the State Department of Education

2. University of California/The California State University English and mathematics diagnostic tests

3. School Performance Report, both state and local sections

4. Curriculum publications available from the State Department of Education

This analysis of curriculum and instructional practices is the essential first step in applying the curricular criteria. From this point, the Self-Study would follow the steps described for the schoolwide criteria.

Specific ways to implement this portion of the Self-Study are endless and should be tailored to fit the school setting, the programs, and the needs of the participants. Regardless of the precise direction of the Self-Study, several common strategies should be used throughout:

- Collect information from a variety of sources, including observation of instruction, the thoughts and opinions of students, reviews of students' work and students' achievement, and the thoughts and opinions of teachers and other instructional staff members.

- Reinforce perceptions with evidence of students' work. The Self-Study is meant to uncover what the students actually experience from the curriculum, not simply what is offered.

- Look for a rich mix of student assignments designed to give in-depth experiences in a specific situation or example within a topic. Look also for coverage of all the topics.

- Consider varying points of view, including those of individuals, departments, and total staff, to determine what is the overall effect of the curriculum, how what one department does fits in with other aspects of school life, and how the organization as a whole supports and strengthens the curriculum.

- Maintain a broad base of involvement in the Self-Study. Included here are good use of teachers, school- and district-level support staff, counselors, and other staff as appropriate in gathering information about the program; and analysis and synthesis of the results of the data collection.

- Make use of individuals from outside the immediate school setting to get a long-range view of student preparation and performance. The use of department chairs from intermediate, junior high, or middle school settings as well as staff from institutions of higher education helps to provide a total picture.

- Review all of the model curriculum standards for a discipline when viewing a single content area. Note areas of alignment, indicate areas of variation or disagreement, and analyze what factor of the program may have produced the variance. Determine whether it is an area that may be appropriate as a focus for school improvement. Outline those areas that reflect particular strength within the curriculum.

THE SELF-STUDY REPORT

Once all necessary information has been gathered, analyzed, discussed, and compared with the Quality Criteria, a summary of the Self-Study is developed. This report should convey a thoughtful and professional review of the schoolwide program and the curriculum areas defined in the Quality Criteria.

It should not be too lengthy, since a very large document may be filled with too much detail and may be too cumbersome to be meaningful to the school community.

The Self-Study Report should include the following:

1. A written record of the result of comparing the school program with the issues, concepts, or ideas in each of the paragraphs of the Quality Criteria

2. A summative value judgment about the results of the above comparison

3. Identification of tentative Suggestions and a tentative calendar for their implementation

4. Tentative Action Plans based on three of the Suggestions developed in the three in-depth areas chosen for review

5. Recognitions of Program Strengths including aspects of the program in which there has been significant improvement

6. An analysis of the implementation of Suggestions and Assistance/Action Plans from any previous reviews

7. A summary of the strengths and weaknesses of the current Self-Study

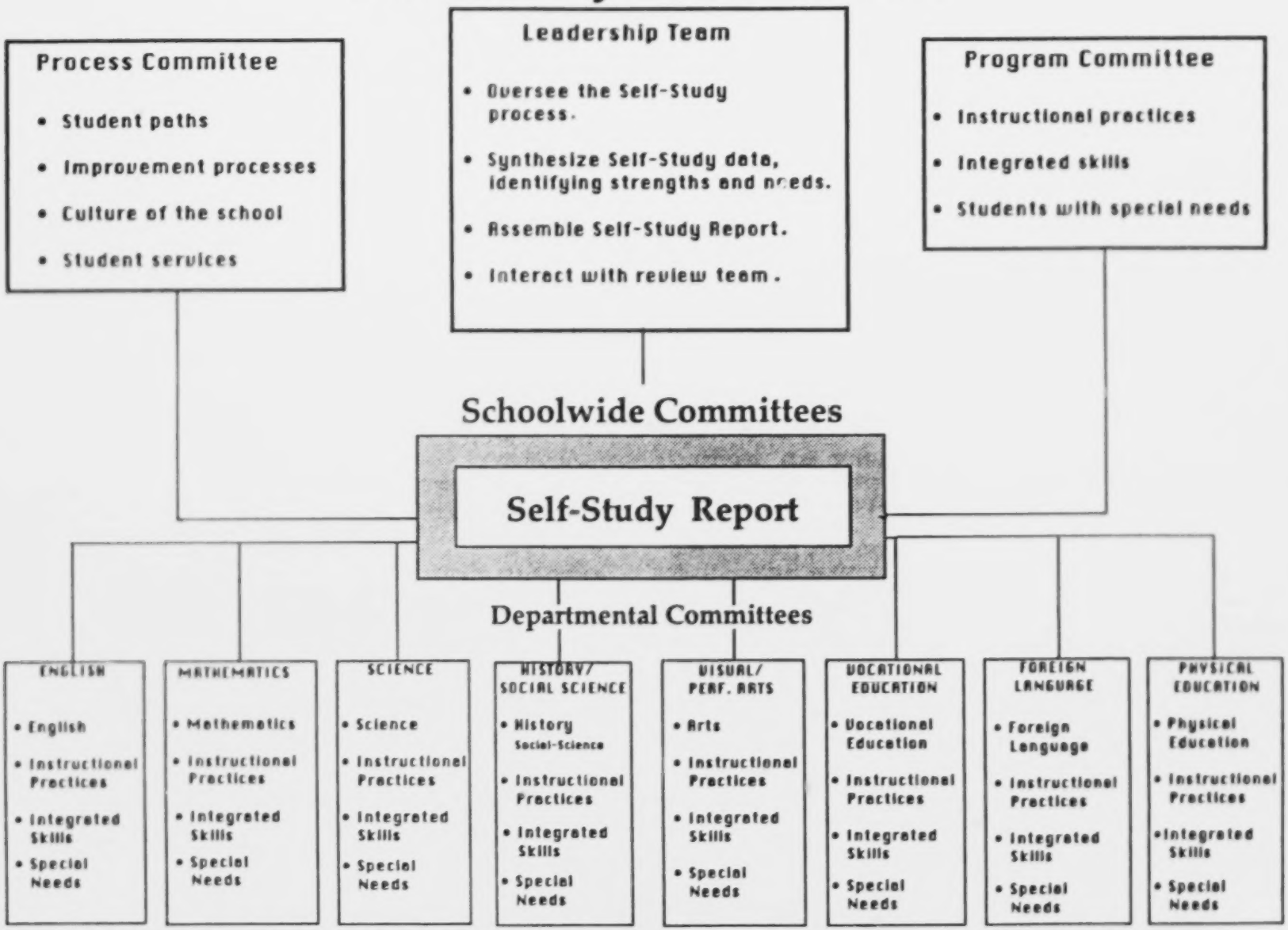
The report will include the results of the Self-Study for each of the 15 Quality Criteria. The section that includes the results of the Self-Study in the three areas selected by the school for in-depth review, i.e., two curricular and one schoolwide or three curricular criteria, should be more thorough than those for the other twelve areas. The conclusion reached in the other areas, however, will be of great value to each department in planning curricular, instructional, and organizational improvements.

USING THE SELF-STUDY DURING THE REVIEW

During the Program Quality Review, the school's Self-Study is used as a basis for discussion about the school's program in operation at the site. It is sent to each member of the Review Team before the review so that it can be used to develop review strategies and ensure that important points are covered. As the review progresses, the Review Team will use the Self-Study as a guide in reviewing the school's program, validating the results of the Self-Study when the findings of the Review Team confirm the results, and seeking additional information when the Self-Study results and the team findings differ.

When the analytical portion of the review is complete, the Leadership Team and the Review Team will consider the identified areas of improvement within the Self-Study as they make recommendations for improving the effectiveness of the program and recognize areas of program strength.

Self-Study Committees



The chart above explains the school Self-Study committee structure, including designation of criteria to be used in conducting the Self-Study and summarizing the information for the report.

PART III
THE HIGH SCHOOL PROGRAM QUALITY REVIEW PROCESS

GENERAL OVERVIEW

A school's Program Quality Review is a process through which the effectiveness of the curriculum, instructional program, and schoolwide organizational strategies is analyzed by means of a set of standards that describe a high-quality school program. This process allows judgments to be made about the effects of the program on the student populations at the school. The review, conducted by a team of educators not employed by the school district, typically occurs once every three years. Information about the school's program and its effects on the students is gathered by this visiting team primarily through observation of instruction; interviews with teachers, students, administrators, other instructional staff, and parents; and reviews of pertinent documents. The team members then compare the information they gather with the state's Quality Criteria to determine the extent to which the program received by one student matches the descriptions of a high-quality program in the criteria.

The Program Quality Review yields information that is essential to the effective development of the school's curriculum and instructional program--information about what is working well, why, and what should be changed. Program review is a valuable part of the improvement cycle of planning, implementing, evaluating, and modifying the planned program.

Purpose of the Program Quality Review

The primary purpose of the Program Quality Review is to improve the quality of curriculum and instruction; it is a means for developing and sustaining a high-quality educational program for all students. For the school staff and parents, the review is a period in which to observe and discuss the effectiveness of the programs received by the students. The immediate benefits of this process are the decisions and plans to make specific improvements in the curriculum, instruction, and schoolwide organization.

The three major goals for the Program Quality Review are:

Goal 1: Process. Improve student outcomes by stimulating a school community to do an analysis of its program through a Self-Study, use this information together with the results of the Program Quality Review to plan for improvements, and implement the Suggestions and Action Plans generated by the review.

Goal 2: Standards. Promote a high-quality curriculum, effective instruction, and a responsive school organization through the use of the Quality Criteria as standards of effective schooling for all student populations at the school.

Goal 3: Statewide Networking. Promote the networking of educators throughout California for the purpose of sharing successful practices and problem solving, developing collegiality, and supporting educational professionalism by providing them a critical role in the statewide school improvement effort.

The goals are accomplished when a school goes through the three phases of a program review, including the Self-Study that is carried out by the school community prior to the visit of an external review team; an intensive visit by an external review

team, including review of the findings of the Self-Study; and planning and implementing of improvements based on the combined findings of the Self-Study and the external Program Quality Review.

The Scope of the Program Quality Review

The program review described in this handbook focuses on the extent to which the school curriculum, instructional methodologies, and schoolwide organization contribute toward a high-quality educational program for each student.

The Quality Criteria used in the program review address the two major aspects of a school program—curriculum and instruction and the schoolwide policies, practices, and procedures that shape and support the program. Curricular criteria have been developed for the following subjects:

- English-Language Arts
- Mathematics
- Science
- History-Social Science
- Foreign Language
- Visual and Performing Arts
- Physical Education
- Vocational-Technical Education

The schoolwide criteria include:

- Students' Paths Through High School
- Integrated Skills
- Instructional Practices
- Special Needs
- Student Services: Guidance and Counseling
- Improvement Process
- The Culture of the School

The Program Quality Review Team

The program review team is made up of three to seven educators who have been certified by the California State Department of Education as qualified reviewers. Reviewers are selected for their knowledge of curriculum, instructional methodologies, and special programs, as well as for their outstanding interpersonal skills. Typically, they are teachers, resource or specialist teachers, departmental and/or curriculum committee chairpersons, counselors, principals, or coordinators/directors of instruction from school districts, institutions of higher education, offices of county superintendents of schools, or, in some cases, community members knowledgeable about the school program. The majority of the team members, including the lead reviewer, must be from outside the school district that is requesting the review. Reviewers work together using the Quality Criteria to guide them in (1) gathering information about the school's program and the effects of the program on students; (2) forming a point of view about the workings of the school as compared to the Quality Criteria; and (3) developing a report to the school that includes findings, suggestions for increasing the effectiveness of the program, recognition of the program's strengths, and action plans outlining the school's immediate next best steps for improvement.

Review Strategies

The review strategy is based on the Quality Criteria contained in Part IV of this handbook. Through a combination of observations of the instructional program and its impact on students, interviews

with students and staff at the school, and documented evidence presented to the program review team, reviewers develop an understanding of the nature of the school program and its current effectiveness. Then, by comparing this understanding with the high-quality standards of the Quality Criteria, the reviewers can determine the matches and gaps between the Quality Criteria and the school's program.

Establishing an understanding of the school program requires an organized effort. The understanding is developed by having a clear idea of the school curriculum; by observing individual students through a case study approach; by analyzing a broad sample of current students' work; by summing up the comments of the instructional staff, the counseling staff, administrators, parents, and the students themselves as to their current and past activities; and by reviewing instructional and management material used throughout the school. This knowledge forms the basis for the reviewers' judgments of the effects of instruction on the various student populations enrolled in the school.

Responsibilities of the Reviewers. The Review Team is generally responsible for learning as much about the program as it can learn in a limited period of time, comparing those perceptions with the Quality Criteria, and providing feedback to the school community on the effectiveness of the program. In order to do this successfully, the members of the review team must:

- Review thoroughly the curriculum frameworks, handbook materials, and literature related to the curricular areas to be reviewed.
- Review thoroughly the model curriculum standards for these areas of concentrated review.
- Be fully conversant with the Quality Criteria and the process of Program Quality Review.
- Conduct the review thoroughly enough for the development of a clear and accurate understanding of the effectiveness of the instructional program.
- Use that knowledge to make workable suggestions for increasing or sustaining the effectiveness of the program.
- Put aside any bias toward a particular program or method.
- Use the school performance report and the Self-Study findings to facilitate discussions with the school staff and parents.
- Be able to inform the school of the team's understanding of the current effectiveness of the instructional program.
- Recognize and support the program improvement efforts of the school community.

As the reviewers begin to understand what is happening for the students, they also seek to find out what processes at the school have contributed to what is actually occurring. The reviewers seek explanations from the school staff members as to why they do things as they do, how curriculum decisions are made, where the instructional program comes from, how it is supported and improved, how plans are implemented, and

so on. This analysis forms the basis of the reviewers' suggestions for improving instruction and guides the development of the Action Plan.

As the reviewers complete the review, a Report of Findings is prepared and shared with selected staff members and the principal. These staff members are referred to as the Leadership Team. (The role of the Leadership Team will be discussed further in this document.) The report provides two types of findings: (1) the extent to which the quality of each aspect of the reviewed program matches the standard of the Quality Criteria; and (2) identification of areas that appear to be ready for improvement.

After the initial Report of Findings is shared, a final report is prepared in concert with the key planners. It includes concrete suggestions for improving or sustaining the effectiveness of the instructional program and recognizes practices of high quality. In developing Suggestions, the reviewers identify areas ready for improvement and indicate how the improvement process at the school can be used to enhance or sustain program quality. Local, county, regional, and state resources are also considered in the development of the Action Plans. High-quality programs and practices are noted in the section of the report titled "Recognitions of Program Strengths."

Responsibilities of the School Community. While the team of reviewers is responsible for learning as much as possible about the program within a limited period of time, the school community is responsible for making sure that the team is gaining accurate and complete information about the program. A school community prepares for the Program Quality Review by conducting a required Self-Study. A thorough study of the curriculum offered and the schoolwide strategies that support the delivery of that curriculum will enable the members to know how well their program is working and why. With this knowledge the school community will be able to assist the reviewers in gathering accurate information about the program so that the findings of the review, especially the Suggestions, will be complete. (NOTE: For further information on conducting the Self-Study, see Part II.)

The major responsibilities of the staff, parents, and community members involved in a Program Quality Review are to:

- Know the curriculum, planned instructional program, and schoolwide organizational strategies and their effects on the students and the paths they take through school.
- Be familiar with the Program Quality Review process and the Quality Criteria.
- Be involved as individuals; as members of departmental, counseling, or administrative staffs; and as a school's total staff in identifying the program's strengths and areas in need of improvement in relation to the Quality Criteria by determining which activities are working well and which are not.
- Be ready to share this knowledge with the review team and to be able to direct reviewers to the information they need to fulfill their responsibilities.

Responsibilities of the Leadership Team. The Leadership Team (formerly called the Key School Planners), a group of representative adults involved in the instructional program, is responsible for establishing a link between the Review Team and the school community. The Leadership Team shares information with the Review Team in a way that enhances the development of a complete and cohesive picture of the school's curriculum and instructional programs.

The principal and the Leadership Team assist the school community and reviewers in all aspects of the Program Quality Review. They also serve as leaders in the school's Self-Study process and assist the team in its information-gathering efforts during the meeting held to prepare for the review and in other formal and informal ongoing meetings. Their responsibilities also include (1) collaborating with the Review Team in the development of Suggestions into Action Plans; and (2) playing leadership roles in the school's implementation of these plans after the team leaves.

METHODOLOGY

The methods used in gathering information about the program include observations, interviews, and documentation. Information gathered through each method is verified by information from one or both of the other sources. When combined, the data gathered from the three methods should form a complete picture of the program. The use of specific procedures should ensure that the review will be thorough and consistent. This view of the program is then compared with the Quality Criteria. From that comparison come the Suggestions or Recognitions of Program Strength.

The criteria used for judging program quality describe the curriculum, instructional methodologies, and effectiveness strategies and their effects on the students. Each criterion contains features of a high-quality program. The reviewer's job is to determine to what extent each aspect of the program being reviewed fits the description of a high-quality program.

Throughout the process the reviewer will be guided by the Quality Criteria that identify areas of the program to be investigated and provide directions to reviewers for collecting information about the school program.

The Case Study Approach

As previously mentioned, the high school setting is a complex one for students as well as staff. To facilitate the formulation of a clear picture of the students' paths through school, the Review Team will include a small sample of students in a case study. Through studying the activities and programs of the selected students, reviewers get a firsthand look at how all the elements of the high school setting come together for the student. From this vantage point the reviewers can determine what, out of all the programs have to offer, is actually received by the student. Further, the case study provides information on what effects the curriculum, instructional methodologies, and organizational strategies have on students' learning. And, finally, through the case study the reviewer will be able to make some projections about

how the students' total program will come together by the time of graduation.

Classroom Observation

Through classroom observations, the reviewers gather information about how the various instructional methods, the curriculum, and effectiveness strategies operate in the classroom setting. This information is collected to develop a complete understanding of the program and its effects on the student.

Insight into the effects of the staff development activities, as well as instructional support and planning activities, also emerges through classroom observations. On entering the classroom, the reviewers should spend a few minutes observing what is happening, remembering that they are putting together an initial picture rather than making a judgment at this point, that each impression will need to be verified through further observation and informal interviews as well as through other sources, and that first impressions may be influenced by personal bias.

Questions that might be asked include the following:

- What are the students doing? Receiving instruction? Applying skills? Practicing newly acquired skills? Synthesizing and evaluating information? Waiting? Playing? Causing a disturbance?
- How is the classroom being managed? Is it task-oriented? Conducive to learning?
- What is the range of the activities that are taking place--from acquisition of knowledge to higher-level learning skills?
- How are students grouped and how is assistance provided to individuals?
- How much time do the students actually spend on the assigned activity? Do they know what to do?
- How are students applying the skills being learned?
- How are students with special needs participating and performing in the classroom activities?
- How are the instructional settings varied in accordance with the needs of the student and/or what is to be learned?
- Is there any evidence of balance in the curriculum; i.e., visual and performing arts, history-social science, and science?

The information gained through these observations is built on using the curricular and schoolwide criteria. Classroom observation includes informal interviews with students and staff, based on what has been observed, as well as the observation of activities.

Interviews

The basic information gained through reviewing the Self-Study and classroom observations is verified,

clarified, and expanded through interviews. Interviews enable the reviewers to learn how the program came to be the way it is, as well as to better understand the program as it is.

By using what is known about the curriculum and instructional program thus far, reviewers conduct both informal and formal group interviews. Examples of informal interviews include asking questions of the students and teachers in the classroom, talking with instructional aides working with students, talking with teachers in the teachers' lounge, and so forth. Formal group interviews are conducted with teachers, instructional aides, councils/committees, district personnel, support staff, students, and volunteers. The interviews serve several major purposes:

- Verifying data obtained from other sources
- Collecting data that have not been gathered from other sources
- Resolving conflicts in data collected
- Giving people the opportunity to share experiences, present conditions, or future plans which the reviewers might not have uncovered
- Offering an opportunity for people to ask questions of the Review Team

Conversations with students who are part of the case study occur over the course of the review. They begin on the first day and provide an initial glimpse of the school through the languages and experiences of the students. As more of the program unfolds during the course of the review, the students will be called on again to offer additional information and perceptions to the reviewers. The object of these interviews is to learn as much as possible about the students' activities from the time they arrive at school until they leave, including extracurricular activities. Students are expected to describe daily activities rather than merely answer questions.

The reviewers will receive a copy of each student's daily schedule so that they can observe as many of the students' classes as possible during the course of the review. A general impression of the effect of the school on the students and the paths they choose can be formed from these observations. Additional information should include pertinent background information on these students, teachers' names, extracurricular activities, and other activities that occupy the students' time.

After the initial student interviews and during visits to the classrooms, the reviewers will continually relate what the students are doing to the program goals and objectives, course outlines, curriculum guides, and the students' own goals and future plans. During this process the reviewers will again interview and continue to observe the selected students to help complete the picture.

The group interview in the high school setting allows the review team to discuss with similar job groups (e.g., teachers in the mathematics and English departments) the key issues of curriculum, instructional methodology, the students' paths through the courses offered, staff development, and the school improvement process. As in the individual interviews, the team should base its questions on what has been learned so far. The interview should provide evidence

to verify or modify the team's preliminary views and extend its knowledge of the situation at the school. Group interviews generally are scheduled for 30 to 45 minutes; however, the interviews with the teaching staff should last an hour or more.

Review of Data, Policies, and Other Documents

Documentation helps to verify, expand, and clarify what is learned through classroom observations and interviews. The information in the School Data Summary forms an initial base for the review since it contains a broad sample of information about the student population and adult and student expectations, the curriculum point of view, achievement information, and other data. Reviewers should not read documents for the sake of establishing that such recordkeeping exists, but rather for the purpose of developing a complete understanding of what the program in action is really like. A school, on the other hand, should not create documents for the Review Team, but should share meaningful data, policies, and other records that are useful to staff and parents in forming the program and helping it to move forward.

PROCEDURES BEFORE THE REVIEW

Appropriate information can be obtained from the complex setting of a high school by the use of methodology that is broad in scope yet thorough. Information about curriculum must be combined with knowledge about the organizational structure and the people involved, including the function of each department, counseling services, special programs, and other specific services that contribute to the students' experiences in the school. The methods used in gathering information about the program, as described previously, ensure that the review will be thorough and consistent.

This section describes the steps needed to carry out a review: making the arrangements, contacting the school, preparing for the Program Quality Review, and conducting the Program Quality Review. Although the instructions are directed toward the lead reviewer, they can easily be adapted for use by school personnel responsible for coordinating the review.

Making the Arrangements

Scheduling, mailing of materials, and arranging the liaison between reviewers and the school district take place at the local level. Most districts will be affiliated with other districts with which they share personnel to provide a pool of trained independent persons required for review teams. Most offices of county superintendents of schools provide coordination services to assist districts in the formation of consortium or other types of affiliation. Although there will be a variety of such arrangements, for simplicity, the existence of a consortium of districts and of a person designated to coordinate review activities in the consortium are presumed. NOTE: The reader must adapt what is discussed here to the circumstances of the district being reviewed.

The team leader's involvement in the review of a particular school is initiated by the review coordinator. The coordinator will orient the lead reviewer to the procedures being used in the

consortium, materials and in-service training the school's staff has received, and responsibilities for contacting district and school personnel.

Contacting the School. Consistent with consortium procedures, the lead reviewer will telephone the school's principal to set up the review. This call, usually made two months before the review, should cover the following topics:

- Confirmation of the schedule of events--times and dates of visits to the school by the lead reviewer and the full team
- Information the school should send to the reviewers ahead of time
- Information the school will receive ahead of time and how to get it
- Proposal of an agenda for the review preparation meeting by the reviewers, principal, and Leadership Team.
- Curricular areas, selected by the school, on which the review will focus
- Procedures used by the school in preparing the Self-Study
- Procedures used by the team before, during, and after the review
- Clarification of any concerns or questions

Discuss the Selection of the Leadership Team. The lead reviewer should discuss the selection of the Leadership Team with the principal during the initial call to the school. As part of the school's preparation activities, the principal selects a group of individuals to be directly involved with the process of the Program Quality Review during the Self-Study and the visit to the school. The most important criterion in the selection of the Leadership Team is that the members are familiar with and play a significant part in the school's curricular and instructional improvement process. These individuals will work collaboratively with the Review Team to facilitate the ease with which the review is conducted and the results are reported. The departmental chairpersons of the curricular areas selected for intensive review must be selected as Leadership Team members.

Preparing for the Program Quality Review

A successful Program Quality Review depends on thorough preparation by the Review Team. In addition to completing the necessary arrangements, the team will read, study, and discuss a variety of materials before the initial meeting with the school principal and the Leadership Team. Some of these materials will be obtained through the consortium coordinator, while others will be obtained directly from the school. The basic set of materials includes:

- State Department of Education's Quality Criteria for High Schools: Planning, Implementing, Self-Study, and Program Quality Review
- State Department of Education's High School Program Quality Review Training Manual

- State Department of Education's Model Curriculum Standards
- Curricular assessment results, statements of goals, statements of expectations, books in use, reading lists, and other items as determined by the school and the district
- School plan
- Summary statements of the school Self-Study
- Report of Findings from the previous Program Quality Review
- School performance report
- Logistic information: i.e., maps, schedules, staff rosters

Study the curriculum materials. The materials prepared by the State Department of Education include the Model Curriculum Standards and state curriculum frameworks and handbooks. These materials will provide the background standards for use in the discussions between the Review Team and the Leadership Team on curriculum issues. In addition, the review of the curriculum packet will help the team in the analysis of the school's curriculum and in the formulation of Suggestions whose implementation is likely to have good results for the school.

Study the school Self-Study Report. The results of the Self-Study, along with the curriculum materials sent to the reviewers by the school, will provide the team a basic understanding of the curriculum being offered by the school and its impact on the students, as perceived by the school.

The reviewers will analyze the Self-Study and the curriculum materials, comparing them with the Quality Criteria and the expectations conveyed by the previously mentioned set of materials. The purpose is to identify the issues that should be discussed at the meeting to be held to prepare for the review.

In preparing for the discussion on curriculum, reviewers should ask themselves the following questions:

- What is the common core of learning taught to every student?
- Are there major gaps in the curriculum for some students or for all student populations?
- How are the skills of interpretation, inference, problem solving, evaluation, and other higher-order thinking skills incorporated across curricular areas?
- How are the skills of reading, writing, speaking, listening, calculating, and learning developed and integrated into the curriculum and instructional practices across all curricular areas?
- What kinds of expectations are held for the students?
- How are students guided through course offerings so that their learning opportunities are maximized?

Answering these questions will help clarify some of the issues and, by providing an indication of strengths and areas of improvement to be confirmed by observation and interview, serve to guide the team as it begins its investigations.

Study the school performance report. The information on the school performance report provides an essential context for the review in that it includes indications of the impact of the school's program on the students prior to and after the review. The data in the school performance report will help the reviewers make use of what they are discovering about the school's program. The school performance report has two parts. The first part, produced from data compiled by the state, covers (1) student enrollment in courses, giving an indication of the number of college-bound students and the rigor of the courses they are taking; (2) the result of the twelfth grade California Assessment Program tests over a three-year span; and (3) data about dropout rates and absenteeism. The second part, produced locally, includes information on:

1. The quality of the instructional program
2. The nature of the learning environment
3. The amount and quality of writing and homework
4. The number and types of books read
5. The community's support and parental participation
6. Awards and recognition achieved by students, teachers, or the school
7. Students' participation in extracurricular activities
8. The nature and quality of support for students with special needs

Given the extent of the overlap between the elements of the local school performance report and the Quality Criteria, particularly items 1, 2, and 8 from the preceding list, a substantial part of the report may be included in the school's Self-Study.

The school performance report and the Self-Study, reviewed together, will place the Program Quality Review in a context of time, set the stage for the visit, and help reviewers understand what they will be learning while at the school.

Read the school plan. A careful review of the school plan, including the discussion of the school budget and especially those curricular areas selected for in-depth review, helps the reviewers understand what the school's priorities are, what the planned program is to accomplish, and how it will be accomplished.

PROCEDURES DURING THE REVIEW

Review Preparation Meeting with the Leadership Team

The meeting held to prepare for the review takes place the day before the review. The purpose of this meeting is to establish a common understanding among reviewers, the principal, the Leadership Team, and appropriate district staff of what to expect during the review. The meeting is chaired by the lead

reviewer. The lead reviewer and the principal should discuss in advance the purpose, roles, and process of the meeting. The agenda should include the following items:

- School background. The principal briefs the team on the historical and social context of the school. Recent events that have had a significant impact on the school's life are described.

- Program Quality Review background. The lead reviewer briefs school staff on the history and purpose of Program Quality Reviews. The basic review methodology is explained, and the roles of the team members are clarified.

- Self-Study discussion. This is the most substantial item on the agenda and usually requires the most time. The discussion should move through five steps:

  1. Discussion of the highlights of the curriculum documents, the local materials, the model curriculum standards, and the Quality Criteria provided by the State Department of Education

  2. Discussion of the school's Self-Study process, including the results of the Self-Study in selected areas of the curriculum and results of the previous review

  3. General discussion of the curriculum offered by the school and specific discussion of the two or more curricular areas selected by the school for review

  4. Discussion of issues identified by the Review Team

  5. Establishment of expectations for the curriculum focus and strategy of the review

If the local view of curriculum differs substantially from the view contained in the Quality Criteria or the model curriculum standards, the differences should be discussed. From this discussion should come a shared understanding of how curriculum differences will be managed during the review. NOTE: Because the Quality Criteria were developed with the help of major state and national curriculum organizations, representatives of local districts, and eminent scholars, substantive differences should be rare.

- School plan. The plan is discussed in order to determine how agreements about curricular instructional methodologies, the school's goals, and other issues were developed and are expected to be implemented.

- School performance report. The Leadership Team and the Review Team discuss their interpretation of the data and information in the report, including past trends and future aspirations. The analytical values of data are discussed as to what areas are to be focused on and what strategy is to be used.

- Agreement on strategy and focus. Next, agreement is reached on the basic strategy the team will follow and the areas in which an in-depth look would most likely be productive.

- o Schedule of events. Final scheduling and logistics are worked out.

Introductory Meeting with the School Staff

If the principal and Leadership Team believe it would be advantageous to the review process, arrangements can be made for a short, informal meeting of the school staff and the reviewers prior to the beginning of classes on the first morning of the review. During this meeting the reviewers would:

- o Share the purpose of the review:
  - Compare the school program with the Quality Criteria to determine the effectiveness of the instructional program.
  - Recognize the program's strengths.
  - Make suggestions for increasing the effectiveness of the instructional program.
- o Alert staff members to the procedures that will be followed:
  - Observation in each classroom included in the review, including informal discussions with students and staff members and review of students' work
  - In-depth review of the instructional program received by a sample of students
  - Group interviews with teachers, counselors, support staff, paraprofessionals, councils/committees, parents, and the district's office staff, as appropriate
  - Review of curriculum materials, the results of the Self-Study, student achievement and other outcome data, schoolwide policies and procedures, and the school plan
  - Report of Findings and Suggestions

Visits to the Classroom

The reviewers work with the school staff to ensure that all appropriate classrooms are visited and that resource specialist rooms, learning laboratories, media centers, and other areas where regular and special learning activities occur are visited when appropriate.

Through classroom observation, which includes informal interviews with students and staff, the reviewers gather information about how the curriculum, instructional methods, and organizational strategies operate in the classroom setting. Such observation can also provide insight into the effects of staff development, instructional support, and planning activities. On entering the classroom, reviewers should spend a few minutes observing what is happening, remembering that they are forming an initial picture rather than making a judgment, that each impression will need to be verified through further observation and informal interviews as well as through other sources, and that first impressions may be influenced by personal bias.

Interviews

Collecting information requires cross-validating observations, interviews, and documentation to verify, clarify, and expand information gained about the school program and how it impacts students. In addition, interviews provide opportunities for

district and school staff and community members to ask questions of the Review Team and share additional experiences--to form a better perspective of the school's visions and progress.

Documentation

The use of documents, such as statistical data, school policies, schedules, and results of the previous review, form an initial base of information that can be used to further verify, clarify, and expand findings throughout the review via observations and interviews.

Application of the Quality Criteria

The reviewers will note that while each criterion focuses on a specific part of the program, common themes run through each of the sets of criteria. In applying the curricular criteria, the reviewers will observe instruction, review students' work, and talk to students and instructional staff members in order to determine for each curricular area being reviewed:

- o What constitutes the curriculum, including:
  - What the core curriculum is and what other courses are available to the students
  - What is being taught
  - What students are learning
- o To what extent lessons and assignments, including instructional strategies, materials, media, equipment, and so forth, are appropriate to:
  - The curriculum to be learned
  - The needs of the students
- o To what extent lessons and assignments:
  - Extend beyond rote learning of facts to the acquisition and application of the concepts, ideas, and issues behind the facts.
  - Utilize the integrated skills of reading, writing, speaking, listening, computing, and learning in acquiring knowledge of the curriculum.
  - Challenge all students to think and communicate their thoughts.
  - Enable students with special needs to succeed in the core program.
- o To what extent teachers are supported through staff development activities and their department's and school's administrators

In applying the schoolwide criteria, the reviewers will be talking to staff members, observing them at work, observing the interactions among staff members and students, and observing the operations of the school program to determine schoolwide effects on learning:

- o The extent to which the culture of the school is centered on the pleasure and importance of learning
- o The degree of alignment of the allocation of human and material resources, including staff development efforts, with curriculum and instructional goals

- The extent to which the school is engaged with the parents and the wider school community in common support of the school's and community's goals

- The presence of an improvement process in the learning culture that is promoted by management practices and supported by policies and resources

Applying the Quality Criteria

The Quality Criteria determine the conduct of the entire Program Quality Review. They guide the members of the review team as they observe instruction and other students' and staff's interactions on campus; as they talk to students, staff members, administrators, and parents; and as they review curricular materials, students' records, the school plan, and so forth. Throughout the information-gathering process, the criteria are used to determine what will be observed, shape the questions to be asked, and identify the documents and records to be reviewed.

When the reviewers have learned enough about the program to know what it is, how it works, and how it affects the students, the Quality Criteria become the standards against which the program and its effect on students are compared. Out of this comparison come (1) Recognitions of Program Strengths (that is, elements of the program that are found to match the description in the quality criterion); and (2) identification of areas within the program that could be improved.

The Quality Criteria are used not only to identify the program areas or elements that could be improved but also to provide a direction and some initial ideas for the school's improvement efforts. To develop Suggestions, the reviewers are encouraged to draw on the model curriculum standards and the curriculum frameworks and handbooks issued by the State Department of Education, in addition to local curricular resources.

Development of Suggestions, Action Plans, and Recognitions of Program Strengths

Suggestions for increasing the effectiveness of the school's program will be framed by the Review Team members as they compare what has been learned about the program and its impact on students to the Quality Criteria. These Suggestions will be reviewed by the Leadership Team. Both teams will select two Suggestions that will be developed into Action Plans. These plans will identify comprehensive activities that will have the greatest impact on the program and will lead to improved effectiveness in many areas. In addition, these plans will include a variety of strategies for implementation, identification of resources (human, material, fiscal), designation of person(s) responsible for implementation of activities, ongoing monitoring and evaluation, and time frames or completion dates.

A calendar of implementation for the remaining Suggestions will be developed collaboratively by the Program Quality Review Team and the school's Leadership Team. Activities may or may not be included, depending on available time at that point in the review.

In developing Recognitions of Program Strength, the Review Team will consider the following criteria:

- o A program or an aspect of a program that reflects the high quality in the Quality Criteria
- o An aspect of the program in which significant improvement has occurred
- o A high-quality program that is in place for all students
- o Collected information that supports and warrants the recognition

These criteria make it possible to recognize outstanding programs or aspects of programs that are in place at a school. The term Recognition of Program Strength is used in lieu of commendation and requires supporting evidence related to the Quality Criteria. Individuals should not be singled out for this recognition.

Cautions About Applying the Quality Criteria

No matter how well designed the procedure or how well prepared the reviewer, difficulties in judging program quality will always arise. Examples of errors made by reviewers are as follows:

Too general. The review is limited to a sample of situations for a given period of time, curriculum, group of students, and so on. To conclude that this limited sample is typical is to generalize incorrectly. To avoid this mistake, the reviewers must also relate current work to samples of past work. The observed activities and students' work are discussed with the student or the teacher or both, and explanations of how the activities or assignments fit in with the overall program for the course are asked for.

Finally, observations in the various classrooms should be related to schoolwide programs and plans for programs. Reviewers should discuss this relationship with teachers and counselors, with people active in planning, and with the departmental chairpersons, other school leaders, and the principal. By fitting observation and explanation together in this way, the reviewers can construct a historical picture of the school program and link it with student experiences. It is this picture and the link to students that provide the framework for generalizing from specific observed data.

Considering all student populations. In judging the extent to which each aspect of the program matches the standards of the Quality Criteria, reviewers must consider all student populations affected by that program. When virtually all student populations receive curriculum and instruction as described in the quality criterion, that aspect of the program is recognized as one of high quality. If, however, a specific set of students is receiving curriculum and instruction of a lower quality than that described in the criterion, the reviewing team should recommend ways to improve the quality of instruction for those students.

Too impressionistic. Although initial impressions are a valuable guide for pursuing a line of investigation, they should be validated by careful examination of appropriate evidence. This evidence should include teachers' and students' explanations,

students' work, or classroom observation. Initial impressions can be based on situations that are not typical of the school, and reviewers are cautioned not to let these impressions color the review.

Too analytical. The reviewers should limit their efforts to gathering information. This approach can lead to collecting data for their own sake rather than looking for the qualitative effect on the program. The reviewers should give the school an opportunity to disclose itself in its own way. The reviewers should, therefore, spend some time in contemplating what they observe about the atmosphere and tempo of life at the school.

Personal bias for or against specific materials or programs. The reviewers should keep in mind that what works or does not work in one situation may or may not work in another. The reviewers should observe how a program works at the school being reviewed, rather than concentrate on how it might work or did work at their own schools. That a program succeeded or failed at the reviewers' schools is irrelevant.

False positive. A false positive occurs when a school staff doing a poor or mediocre job is noted by the reviewer as doing a good job. When this mistake is made, the incentives for improvement are undermined, and the arguments for maintaining the status quo are reinforced.

False negative. A false negative occurs when a school staff doing an effective job is noted negatively by the reviewer. Although this mistake can be most upsetting, it may not be as bad as the false positive. Schools that are found to be effective but not up to the Quality Criteria are often upset that they did not receive all Recognitions of Program Strengths. In many cases these schools are strong enough and confident enough in their Self-Study to brush off the effect of a false negative. In some cases, however, especially in schools that have made progress in developing effective programs, a false negative rating can be demoralizing.

Reinforcing facades. Overattention to the technology and procedures of Program Quality Reviews may subvert the intended effects on education and create a fair but expensive and wasteful game. Although concern for fairness is very important, it is less important than concern for the real task of educating students. Some school and district personnel complain that trying to do well in the Program Quality Review forces them to waste time building facades instead of teaching the students. Reviewers should not reinforce the building of facades in schools that want to do well. They should concentrate not on the paraphernalia of instruction but on how well students are learning.

Ongoing Discussion with the Leadership Team

During the review, several periods will be set aside for informal or formal discussions with the school's principal and the Leadership Team. These meetings serve to keep everyone abreast of:

- The progress of the review
- Areas in which information is incomplete or missing
- Scheduling problems

- Feedback on what has been learned about the program

In addition, the meetings provide an opportunity for the team to receive feedback about how the review is being perceived by the school community and to receive additional information.

Ongoing Meetings of the Review Team

Throughout the review the reviewers must meet frequently. Several periods that have been found to be most productive for the reviewers to meet are:

- At midday, when reviewers touch base with one another, sharing what has been learned
- Before group interviews, when reviewers determine questions to be explored and issues to be raised
- At the end of each day of the review, when reviewers discuss findings of quality and suggestions for those aspects of the program needing no further clarification and design strategies for collecting additional information or resolving conflicts in information
- Before the development of the report, when reviewers meet with the principal and Leadership Team to (1) prepare findings as to quality and suggestions for increasing the effectiveness of the instructional program; and (2) determine the roles for the report to be made to the principal and Leadership Team.

Development of the Report of Findings with the Leadership Team

On the last day of the review, after all observations and interviews have been completed, the review team will meet with the principal and the Leadership Team to prepare for the review. The objectives of this meeting are to:

- Report findings and general Suggestions.
- Select which of the Suggestions will be developed into Action Plans.
- Develop collaboratively the selected Suggestions into Action Plans by using details specific to the school and its planning and implementation processes and by identifying appropriate resources.
- Plan the best way of presenting the findings to the entire staff.

After the meeting, the Report of Findings and Suggestions are presented to the assembled school community. A description of that report is contained in the following section of this document.

Report of Findings

The information gathered by the team of reviewers at the site, their best judgments about the quality of the curriculum and instruction, and Suggestions are communicated in two phases:

- During the development of the Report of Findings, the Review Team recounts its findings, plans the best way to present these findings to the staff, and collaborates on the development of selected Suggestions into Action Plans.

- The Report of Findings is presented at an open meeting of the staff, district representatives, parents, and community members. It conveys the implementation progress from the previous review, school data analysis, Self-Study feedback, and results of the analysis of the school curriculum and instructional program, including a description of Recognitions of Program Strengths, Suggestions and Action Plans.

This two-phase sequence of reporting helps ensure that:

- The analysis of the program's quality will be presented in such a way as to encourage improvement at the school.

- The Suggestions and developed calendars are appropriate and likely to yield positive results.

- The Action Plans will be complete and fully understood by the staff and the reviewers.

- The Leadership Team and School Site Council will become actively involved in the review and improvement efforts so that they may use similar methods when other curriculum areas are to be reviewed within the school's Self-Study process.

What the Report of Findings Includes

The report is both a written and oral presentation and is delivered at the conclusion of the Program Quality Review. It grows out of everything the team has learned about the school program and its impact on the students and is shaped by a discussion of the review's findings between the Review Team and the Leadership Team. The report is the means by which the findings and plans are made known. It is the most critical element of the entire process of review.

The report communicates the following major elements:

- Written feedback regarding the school's Self-Study process and product and recommendations for improvement

- A summary statement that addresses student and school performance data while reflecting a match between the data and the Report of Findings

- A summary paragraph addressing the school's implementation of the Action Plans and Suggestions from the previous review

- The results of the analytical review of the school's curriculum and instructional program and the effects on the students

- The Action Plans and Suggestions for improving the effectiveness of the planned program, including the resources available for supporting the plans

- The review process as a model for collecting and analyzing information about the planned program

in a way that results in improvements in the effectiveness of the curriculum and instructional methodologies

These elements are woven together to provide information to the school as to how the effectiveness of the program can be sustained or increased.

A successful Report of Findings is a stimulus for continuing program improvement. It confirms and extends the knowledge that staff and parents have about their program and assists the school in gathering and organizing resources supportive of the school plan for improvement.

How the Report Is Developed

The Report of Findings is prepared while the Program Quality Review is being conducted because the report is based on all the information the team and the school planners have gathered through observations, interviews, and reviews of documents.

Conferences of the Review Team members, held throughout the review, form a basis for the report. A picture of the school emerges from these conferences as the reviewers:

- Review what they know about the program, identify areas that require more information, and plan strategies to collect it.
- Review the school plan and other documented information gathered during the visit and results from the previous review.
- Compare information collected with each of the Quality Criteria being applied.
- Identify Recognitions of Program Strength.
- Identify potential areas for Suggestions while recognizing the school's own improvement process.
- Identify local and regional curricular resources so that specific Suggestions may be developed into and coupled with Action Plans.
- Decide on the order of the preliminary report to the Leadership Team, the manner in which the discussion is to be guided and by whom, and the responsibility each reviewer will take.

During the development of the Report of Findings with the Leadership Team, the Review Team presents what it found when it compared what it had learned about the program and its impact on the students with the Quality Criteria. Questions about these findings will be answered, and information will be verified. In addition, the analytical portion of the Report of Findings and Suggestions will be framed. The collaboration of the Leadership Team is essential in producing Suggestions that are meaningful and likely to produce results and in providing a bridge between the Review Team and the rest of the school community.

It is important for all involved to recognize that the meeting called to present the preliminary report is a working meeting. After the major findings of review are shared and discussed and the team's Recognitions of Program Strengths and Suggestions are presented, the main task of the meeting can be ad-

dressed--determining which two Suggestions will be fully developed into Action Plans and which will remain Suggestions. Then the Action Plans are developed. Also, a calendar of implementation for the remaining Suggestions will be developed if time is available during the review. The completed Action Plans will include proposed activities, strategies for implementation, resources needed, and ongoing planning and evaluation activities. Finally, these agreed-on Action Plans are woven into the Report of Findings as a working document to be used by the school to guide further improvement efforts.

The lead reviewer should conduct the preliminary meeting in a way that elicits involvement from school staff. Many schools will be knowledgeable about Program Quality Review practices and procedures and will be ready to collaborate in the process. At other schools the Leadership Team will want the team to assume most of the responsibility for reporting to the school and developing Action Plans. It is the responsibility of the lead reviewer and the team members to assess the readiness of the Leadership Team to participate in the Report of Findings and to plan activities in accordance with the abilities of the staff.

Delivery of the Report of Findings

The Report of Findings is presented to the remainder of the school staff, parents, the district office, and community members. This report should be presented by members of the team and the Leadership Team. Its purpose is to:

- Present the findings of the review to the school community.
- Provide the supporting evidence that contributed to the analysis of the program.
- Recognize the strengths of the program, including, where appropriate, areas of significant improvement.
- Present the Suggestions for improving the effectiveness of the instructional program and expand on the written statements by sharing the ideas and recommendations of the Review Team and Leadership Team on how the school staff and parents can use the planning/evaluation process in their school plan and for continued improvement of the program.
- Describe the Action Plans and resources that support the Suggestions.

The final, lasting impression made at the school should be that of a professional, clear presentation that recounts the analysis of the planned program, reports the findings of the review, recognizes the strengths of the program, and makes appropriate suggestions to improve the effectiveness of the school.

In presenting the oral report, the Review Team and the Leadership Team members will:

- Emphasize that the review is of the total school program, with a focus on the selected curricular areas.
- Explain what the Quality Criteria are, how they are used, and how they relate to each other.

- o Recognize the effort expended by staff and others in implementing or in improving the program and in conducting the Self-Study.

- o Present the findings, recognizing the program's strengths, sharing Suggestions for increasing the program's effectiveness, and presenting the Action Plans developed collaboratively by the team and the key planners.

- o Thank the school community for its hospitality.

In addition to presenting an oral Report of Findings, the team will leave the following written reports:

- o Summary of Findings for each criterion

- o Recognitions of Program Strengths, including aspects of the school's program in which significant improvement has occurred

- o Suggestions for increasing the program's effectiveness, including those developed into Action Plans by the Review Team and Leadership Team

PROCEDURES AFTER THE REVIEW

Action Plans in School Plans

The Report of Findings is a significant portion of the ongoing monitoring and evaluation of the school program for the purpose of modifying the school-level plan. Well-written Action Plans should be of significant scope and detail that they can be lifted from the report and placed in the school plan. Action Plans should contain a calendar of activities, designate responsibility, identify supporting resources, and include an evaluation component.

Role of the School Site Council and Leadership Team

In School Improvement schools, the School Site Councils (SSCs) take an active part in monitoring the follow-up activities that will grow out of the formal Program Quality Review process and the Report of Findings. In all schools the Leadership Team should be responsible for the production of a yearly written report that describes:

- o Action Plans and Suggestions that have been fully implemented

- o School and district personnel who played a role in implementation

- o Implementation of the program and how it impacted student experiences and/or the school organization

- o Action Plans and Suggestions that have not been implemented and the reasons why implementation did not take place

Copies of the report should go to the membership of the School Site Council and Leadership Team, school staff, school community groups, district office, local board of education, consortium coordinator, and the State Department of Education.

Role of School and District Staff

The decisions about who will assist in implementing recommendations or modifying the planned program rest with the school and the district staff. For follow-up assistance in implementing the Action Plans for program improvement, the school personnel should contact their district resources, offices of county superintendents of schools, the State Department of Education, private or public institutions, staff development centers within their areas, or whatever resources they decide would be best for them.

Program Quality Reviews are monitored by the State Department of Education, and the results are used to provide assistance to schools, districts, offices of county superintendents of schools, and regional resources.

THE PROGRAM QUALITY REVIEW PROCESS

Not Pictured:
Pre-meeting between Principal and Lead Reviewer.

SCHOOL'S SELF-STUDY

School reviews program using the Quality Criteria and reaches conclusions about program effectiveness.

REVIEW PREPARATION MEETING

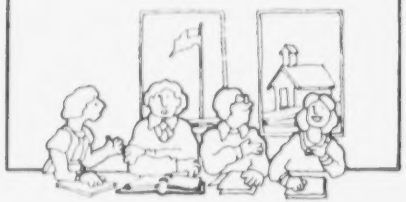
KNOWLEDGE of:
Quality Criteria, school plan, school data summary, curriculum

About Our Program:
How it's working, for whom, where we're going (Self-Study)

The TEAM

LEADERSHIP TEAM

REVIEW OF SCHOOL PROGRAM



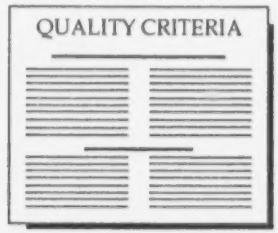
FIND OUT BY:

- Observing what's happening
- Talking to school community
- Reviewing records and documents
- Talking to Leadership Team
- Case studies/shadowing students
- Reviewing Self-Study

What comprises the program and how it is affecting the students and adults.

COMPARE WITH:

QUALITY CRITERIA

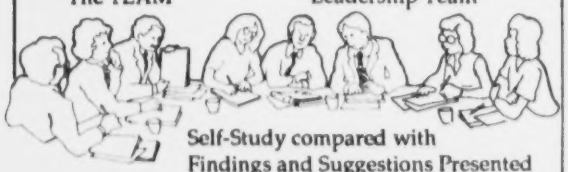


Team PREPARES:

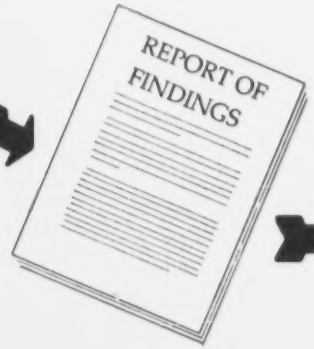
- Summary of Findings
- Recognitions of Program Strengths
- Suggestions for increasing school effectiveness

DEVELOPMENT OF REPORT OF FINDINGS:

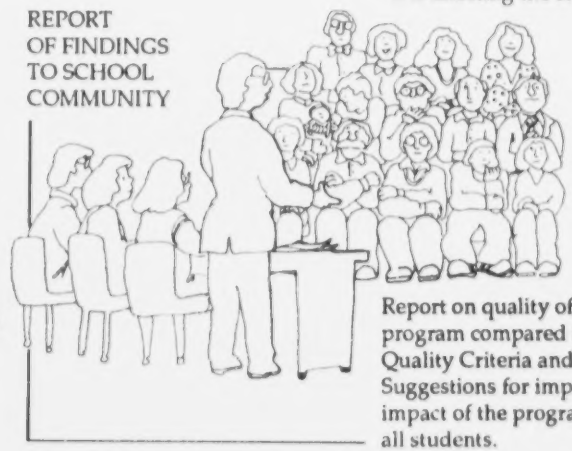
The TEAM Leadership Team



Self-Study compared with Findings and Suggestions Presented by the Team. Selected Suggestions developed into Action Plans.

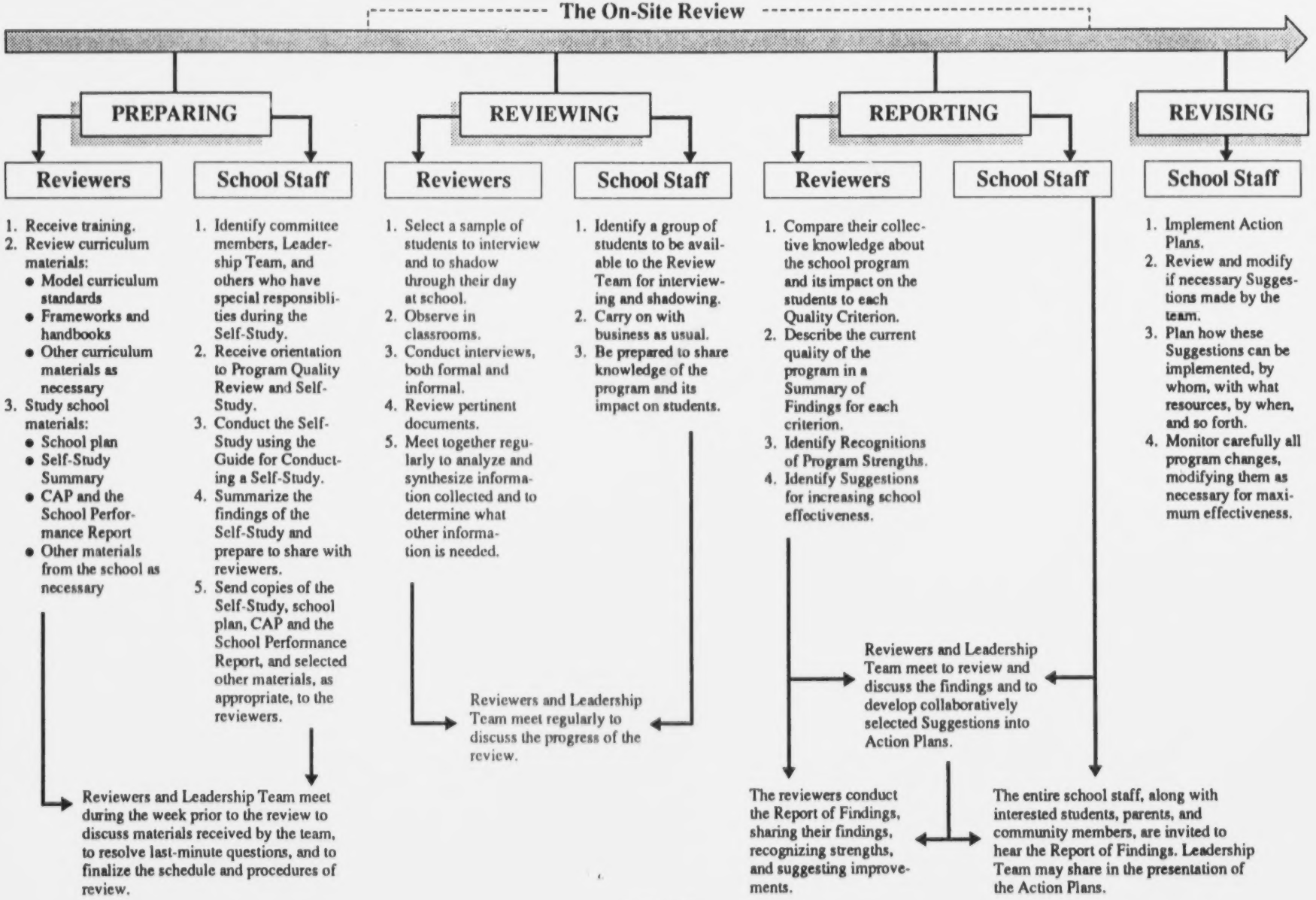


REPORT OF FINDINGS TO SCHOOL COMMUNITY



Report on quality of program compared to the Quality Criteria and Suggestions for improving impact of the program on all students.

The Four Stages of The Program Quality Review Process for High Schools


The On-Site Review
PREPARING
Reviewers
1. Receive training.
2. Review curriculum materials:
• Model curriculum standards
• Frameworks and handbooks
• Other curriculum materials as necessary
3. Study school materials:
• School plan
• Self-Study Summary
• CAP and the School Performance Report
• Other materials from the school as necessary
School Staff
1. Identify committee members, Leadership Team, and others who have special responsibilities during the Self-Study.
2. Receive orientation to Program Quality Review and Self-Study.
3. Conduct the Self-Study using the Guide for Conducting a Self-Study.
4. Summarize the findings of the Self-Study and prepare to share with reviewers.
5. Send copies of the Self-Study, school plan, CAP and the School Performance Report, and selected other materials, as appropriate, to the reviewers.
Reviewers and Leadership Team meet during the week prior to the review to discuss materials received by the team, to resolve last-minute questions, and to finalize the schedule and procedures of review.
REVIEWING
Reviewers
1. Select a sample of students to interview and to shadow through their day at school.
2. Observe in classrooms.
3. Conduct interviews, both formal and informal.
4. Review pertinent documents.
5. Meet together regularly to analyze and synthesize information collected and to determine what other information is needed.
School Staff
1. Identify a group of students to be available to the Review Team for interviewing and shadowing.
2. Carry on with business as usual.
3. Be prepared to share knowledge of the program and its impact on students.
Reviewers and Leadership Team meet regularly to discuss the progress of the review.
REPORTING
Reviewers
1. Compare their collective knowledge about the school program and its impact on the students to each Quality Criterion.
2. Describe the current quality of the program in a Summary of Findings for each criterion.
3. Identify Recognitions of Program Strengths.
4. Identify Suggestions for increasing school effectiveness.
School Staff
Reviewers and Leadership Team meet to review and discuss the findings and to develop collaboratively selected Suggestions into Action Plans.
The reviewers conduct the Report of Findings, sharing their findings, recognizing strengths, and suggesting improvements.
The entire school staff, along with interested students, parents, and community members, are invited to hear the Report of Findings. Leadership Team may share in the presentation of the Action Plans.
REVISING
School Staff
1. Implement Action Plans.
2. Review and modify if necessary Suggestions made by the team.
3. Plan how these Suggestions can be implemented, by whom, with what resources, by when, and so forth.
4. Monitor carefully all program changes, modifying them as necessary for maximum effectiveness.

PART IV
PROGRAM QUALITY REVIEW CRITERIA

This section contains the criteria for 15 areas to be examined during the review of a high school program. Each criterion represents a high-quality standard for a particular element or aspect of the program.

The quality criteria address the two major aspects of a school program:

- o The curriculum; that is, what is being taught and learned:
  - English-Language Arts
  - Mathematics
  - Science
  - History-Social Science
  - Foreign Language
  - Visual and Performing Arts
  - Physical Education
  - Vocational-Technical Education
- o The schoolwide policies and procedures that shape and support instruction:
  - Students' Paths Through High School
  - Integrated Skills
  - Instructional Practices
  - Students with Special Needs
  - Student Services: Guidance and Counseling
  - Improvement Processes
  - Culture of the School

Each criterion contains a brief introduction that describes the central features of a high-quality program and a series of statements that further describe or illustrate the program.

INTRODUCTION

The national educational reform movement has as its central focus the adequacy of a high school education for preparing students to succeed in three ways:

- o Compete successfully in the marketplace of the next decade.
- o Contribute as literate citizens to the survival of our democracy.
- o Participate fully in the cultural, ethical, and political life of our civilization.

The major voices of the educational reform movement--Ernest Boyer, John Goodlad, Theodore Sizer, and, in California, Bill Honig, Superintendent of Public Instruction, among others--all speak of the need for substantive changes in both the content and the processes.

These leaders of reform agree on not only why there must be changes in high school education but also what those changes should be. The most fundamental of these shared convictions is the belief that a high school education should offer a common core of knowledge that all educated citizens should possess. This core, they maintain, is both utilitarian in that it prepares students for postsecondary work and study and altruistic in that it helps each student develop in character and citizenry.

(Note: For a sample of the work of these four educational reform movement leaders, see:

Ernest L. Boyer, <u>High School: A Report on</u>

Secondary Education in America. New York: Harper and Row, 1985.

John I. Goodlad, A Place Called School: Prospects for the Future. New York: McGraw-Hill Book Co., 1984.

Bill Honig, "The Educational Excellence Movement: Now Comes the Hard Part," Phi Delta Kappan, Vol. 66 (June, 1985), 675.

Theodore R. Sizer, Horace's Compromise: The Dilemma of the American High School. Boston: Houghton Mifflin Co., 1984.

The common themes of reform shaped through this nationwide movement for excellence in education have been captured in the descriptions of high-quality education contained in this document. The themes that are included in the criteria are of three basic kinds and have to do with (1) curriculum, or what students are expected to learn; (2) students and the teaching and learning processes in the classrooms; and (3) the organization and the culture of the high school.

The Curriculum

There is a common core of knowledge that all educated citizens should possess. By opening vistas for students into the broad achievements and issues of civilization, this core will empower the students to participate in and benefit from a higher-quality life. This core includes cultural literacy, scientific literacy, knowledge of the humanities, and appreciation of the values that undergird our society. In addition, through this core curriculum, students should develop fully the skills of reading, writing, speaking, listening, calculating, and learning and the ability to think critically. All student populations should have access to the core curriculum. Most students are expected to succeed in this rigorous academic curriculum.

As students proceed through high school, care is taken to ensure that the paths they choose are directly related to their career, personal, and social goals; that bridges exist to help students move from one path to another as they mature and develop through their high school years; and that students are able to take the prerequisite courses for their chosen paths.

Vocational education courses complement and reinforce this academic core; they provide alternative paths through the core in which the content is comparable to that of core courses. In addition, vocational education courses make students aware of different career options, help students evaluate various career choices, and prepare them to select a career.

Students and Instruction

Students are engaged in their learning tasks. There is an emphasis on active, lively learning, with students discussing, questioning, and exchanging ideas; working at creating, constructing, and producing projects that give depth and significance to the curriculum; and using concrete materials and original source documents. Teachers use questioning techniques to encourage students to extend their thinking and articulate their reasoning. The subjects of history, literature, and science are used to engage

students in discussions of events and ideas and in reflections about their own lives, and they are used as links to other curricular areas. Teachers recognize the need for students to become independent learners; they take into account the knowledge students bring to each learning situation, build on it, and challenge the students to apply what they know in new situations while they steadily increase each student's own responsibility for learning.

Students with special needs, such as limited-English-proficient, educationally disadvantaged, and gifted and talented students as well as students receiving special education instruction and services have access to the core curriculum. The special services that students with special needs receive support their success in the core curriculum. When remediation is required, instructional strategies are modified; or alternative learning settings (other than pull-out programs) are developed so that students are successful in learning the core curriculum. The core curriculum is not replaced by a diluted, simplistic, remedial curriculum. Each professional staff member acknowledges and accepts his or her responsibility for the students with special needs, including the students at risk of dropping out of school. Staff members help students build a bridge to alternative learning settings and back again as appropriate to the students' career goal paths.

The Organization and Culture of the School

The principal, vice-principals, and departmental chairpersons are knowledgeable about and provide guidance in curriculum and instruction. Their focus is on professional educational issues rather than the management of the day-to-day functioning of the school. Time is recognized as a precious commodity, with meeting time spent on educational issues rather than on housekeeping matters.

The departments work as a collegial organization, with teachers conferring about students, planning together, and sharing curricular information and instructional techniques. Teachers find their experience at school professionally rewarding. Staff development activities help teachers expand their curricular knowledge and refine their instructional techniques through effective adult pedagogy.

Teachers and administrators believe that every student can develop morally, intellectually, culturally, and emotionally to his or her potential. They further believe that an educated society is the sine qua non of a democracy. These fundamental beliefs are evidenced in how they care about their students, what the students are and are not learning, and how they are developing; how they work together, plan and conduct instructional activities, and carry out school-wide activities; and how they communicate with students and among themselves. They are committed to high-quality education for all student populations, working at program improvement as individuals, collectively as departmental members, and as a total school staff. Throughout the school there is open, candid recognition and discussion of the problems of the school on the part of staff members and collective and collegial efforts to eliminate the problems in order to increase the effectiveness of their school program.

(Note: Sara Lawrence Lightfoot. The Good High School: Portraits of Character and Culture. New York: Basic Books, Inc., 1983.)

These themes or attributes of a high-quality high school program emerge and reemerge in the quality criteria described in this document. The 15 criteria include eight curriculum standards and seven schoolwide standards. The criteria for English-language arts, mathematics, science, history-social science, foreign language, and visual and performing arts reflect the major foci of the model curriculum standards for each curriculum area adopted by the State Board of Education in January, 1985. In the Self-Study conducted prior to a Program Quality Review, staff members are expected to use the model curriculum standards in addition to these quality criteria analyzing the current effectiveness of each curricular area.

Although these quality criteria were developed for the Program Quality Review process, their greatest value to a school lies in their use in analyzing the various aspects of the school's program. Because the quality criteria are high-quality standards, they represent the standards toward which school staff members should be striving as they work to improve the quality of education experienced by their students. Staff members in all high schools should find these standards essential in setting program quality goals, useful as a yardstick in measuring progress toward those goals, and beneficial as indicators of direction for improvement. The quality criteria should receive their greatest use as tools for planning program improvements.

ENGLISH-LANGUAGE ARTS

The English-language arts program plays an important role in developing the ability of all students to communicate in the English language and to think critically.

Students gain English language proficiencies by reading a central core of literary works that focuses on the significant issues of humanity. The skills of reading, writing, listening, and speaking are developed in context through a meaningful study of these enduring works. Students use their language arts skills to comprehend and develop the ideas and values that these works embody.

Apply this criterion equally to all students, including average students, limited-English-proficient students, students achieving at a level significantly below their peers, gifted and talented students, students receiving special education instruction and services, and students who are members of ethnic groups underrepresented in colleges and universities.

PROGRAM CHARACTERISTICS
EFFECTIVE VERSUS INEFFECTIVE

EFFECTIVE	INEFFECTIVE
Curriculum	
Significant literature is the basis of the English-language arts program in which core works from a variety of genres selected to accommodate a variety of cultural perspectives, individual tastes, developmental concerns, and personal experiences are studied in depth by students. Human dilemmas and values are confronted, and higher-level thinking skills are employed as students derive and convey meaning in order to clarify their own understanding of basic human values.	A skill-based, worksheet-oriented program is provided in which skills are taught in isolation and deal primarily with concerns of reading levels and superficial treatments of values in safe, diluted, or sterile texts dealing with trivial subjects or condescending themes.
The high school curriculum is part of a systematic, articulated K-12 program with outcomes resulting in new insights into the human condition, knowledge that adds to students' emerging world view, ability to think critically about ideas and concepts, independence in using the language arts tools, and pleasure from reading quality literature for its own sake.	No grade-level continuity is evident. The curriculum is fragmented from grade to grade or school to school.
Skills are taught in context and the language arts processes of reading, writing, listening, and speaking are interrelated and serve as tools for learning as students bring their prior knowledge to bear on comprehending text. Students receive direct instruction regarding the conventions of language when these have not already been acquired through reading and oral discourse.	Skills are taught one at time and as ends in themselves without connection to students' prior experiences and the expectation that these skills will add up to students' ability to read and write well.

Instruction	
All students, including LEP, gifted, compensatory education, and special education, experience common, comprehensive, academically oriented, core curriculum irrespective of primary language or ethnic background.	The program separates students into categories and is remedial in nature, accelerated for only a few, or disconnected in concept and approach.
Through large group settings, collaborative groups, and partners, they discuss ideas and values in core and other literary texts with the focus of instruction on helping them develop new insights into their own lives and those of others.	Skill sheets are central to the curriculum. Students passively complete skill sheets and read controlled vocabulary stories in order to develop correct speech and written products and comprehend single interpretations. Formalistic teaching of literature as the study of plot, character development, and thematic interpretation prevails. LEP and other minority students do not experience the common core curriculum.
A range of thinking skills taught in the context of worthwhile literature is essential to instruction. A wide range of thinking develops as students read, write about, and discuss the meaning they discover through this literature.	Thinking is perceived as distinct, separate, and hierarchically arranged levels. Thinking instruction is separated from the language processes and content.
Students in all subjects learn to use the writing process flexibly, with attention to the different strategies necessary for the different kinds of writing seen in the real world. The sequence of writing instruction begins with encouraging fluency and content before correctness of form.	Only low-level writing tasks are taught, often without purpose and separate from students' ideas. Students are taught formulas for written products, e.g., the 5-paragraph essay and the paragraph with a fixed topic sentence. The purpose is correctness according to predetermined adult standards.
Oral language proficiency is encouraged through a variety of individual and group listening and speaking activities in settings where meaning is sought and negotiated from literature.	Only the best students are encouraged to speak, and the activities are not connected to reading and writing. Opportunities for self-expression in individual and group settings are limited. Verbalization consists of one-word responses to teacher's questioning.
School Environment	
Teachers of all subjects encourage mastery of the language arts skills. They introduce and model the reading, writing, and thinking strategies students are to employ.	Instruction in the language arts skills is relegated to the reading and English teachers. Teachers and other adults in the school infrequently share their reading and writing with students.
The entire school community supports and models the effective use of all the language arts.	Members of the school community demean the importance of language arts skills and serve as poor models.

Home Environment	
The school promotes a home environment in which parents serve as good models and help their children with their school work by providing a safe environment conducive to learning. They are supportive of their school work and engage in reading, writing, and speaking activities with them.	The school does little to solicit help from parents who are passive with regard to their youngsters' language use and school work. They do not provide a home environment conducive to developing good study habits and minimize the importance of learning and schooling.
Staff Development	
The school in-service education programs address the development of a broad background in literature, methods appropriate to a literature based curriculum, research on learning, and resources offering help in the design and implementation of the English-language arts program.	Teacher in-service education is rare and is focused on instructional methodology and the teaching of isolated language skills. Knowledge of subject matter is not emphasized.
Assessment	
The assessment program reflects the purposes of the curriculum. It covers the full range of goals of the English-language arts program, aligns with what students are expected to learn, and provides alternate strategies and forms of testing. Assessment is based on students' work over time and relies on their written and oral work and not just objective testing during and following the completion of their work.	The assessment program emphasizes the testing of narrowly focused, isolated, or low-level skills. Prominence is given to objective tests following a period of instruction.

CURRICULUM

The English-language arts curriculum is comprehensive, systematic, and developmental. The curriculum is organized around a central core of literary works selected from among the great essays, poems, short stories, novels, biographies, dramas, folktales, and speeches that preserve and embody the diverse cultural heritage of the United States. English teachers use literature as both (1) the medium for teaching the fundamental human, ethical, cultural, and political values that underlie our society and connect us as human beings; and (2) the means for teaching the processes of listening, speaking, reading, and writing at all grade levels. The curriculum is developmentally sequenced so that all students gain an increased understanding of the works of literature that are studied and so that they become better prepared to read and comprehend similar works on their own.

LITERATURE

The literature curriculum has three parts, encompassing a core, an extended, and a recreational/motivational reading program. The core program consists of those works that are intensively studied by all students, including those students with special needs; the teacher varies the manner in which the works are studied for special needs students. The extended program consists of additional works which supplement the core program and are appropriate to students' special interests and needs. The recreational/motivational reading program develops positive reading habits of students and the concept that reading is pleasurable and rewarding. Students who are not proficient in English are provided the same or, if unavailable, analogous selections in their primary language, or they experience the content in other instructional modes (e.g., audiovisual supplements and sheltered instruction).

INTEGRATED PROGRAM

Students regularly respond to literature through interrelated

instruction in the processes of listening, speaking, reading, and writing. These four processes are integrated in a total learning program that emphasizes higher-order thinking skills. Students learn to read with understanding, listen with purpose, write in their own styles, speak with influence, and handle the conventions of standard English--all within the context of studying the central issues embodied in literature. Students come to value the processes of language as tools for clarifying, expressing, and learning new ideas in all curricular areas. They use language to help them acquire and apply more complex thinking skills across the curriculum. Language processes are integrated through direct instruction, cooperative small-group activities, and independent activities.

READING AS A PROCESS

Students read extensively in a variety of genres. Through the reading process, students move into, through, and beyond literary works; they are inspired to interact with the works, explore and ask important questions, and apply the meanings of the works to their own lives. Through this process, all students at all levels are afforded opportunities to experience good literature, interact with the works, and engage in critical thinking and questioning.

WRITING AS A PROCESS

Students learn to write clear, cogent, concise prose connected to the literary works they study. They experience writing as a process which embodies several stages, including prewriting, drafting, receiving responses, revising, editing, and post-writing activities, including evaluation. They are encouraged to give attention to developing fluency before attending to formal correctness. Students participate in writing activities which encompass a variety of purposes, audiences, topics, forms, and modes of discourse. Students show greater sophistication in their writing as they mature; their writing reflects their growth in the use of higher-level thinking processes, including analysis, synthesis, and evaluation.

LISTENING AND SPEAKING

Students interact with teachers and peers, in both teacher-directed and student-centered oral language activities, to share their reactions and ideas about their readings and writings. They learn strategies for synthesizing and integrating their reflections on what they hear and read into their own speaking and writing. Teachers direct students' attention to examples of rich and powerful language and offer opportunities for students to experience and discuss language use. Students demonstrate increased facility for oral presentations at each grade level.

EVALUATION

Evaluation of students' strengths and progress in the language arts program is systematic and ongoing, and it includes a broad range of assessment methods. Evaluation reflects the purposes of the curriculum and includes (1) frequent self-assessment and peer critique of writing and speaking activities; and (2) teachers' informal evaluations of students' participation and achievement related to both individual and class objectives. Data on students' performances are collected, along with data on the quantity and type of work accomplished. Feedback is provided regularly to students and parents through test scores, grades, conferences, peer critiques, awards, and other forms of recognition. The performances of various types of students with special needs are monitored in relation to specific areas of the curriculum. Evaluation data support modifications in the instructional program at the classroom, department, and school levels.

PROGRAM SUPPORT

All students have access to a wide range of literature through the school's library; they are assisted by a librarian in selecting and using an extensive and current collection of print and nonprint materials. Students use technology (e.g., computers and audiovisual media) as a resource for (1) discovering new information; (2) storing information; (3) composing; (4) practicing and learning; and (5) sharing information, ideas, and their own oral, written, and visual expressions with others. Courses are offered for students who want or need to gain greater proficiency in English for postsecondary education or career goals. Supplementary services, including those for students with limited-English proficiency, provide language arts instruction which helps students to comprehend, respond to, and appreciate core works of literature and helps them to become more fully aware of human issues.

DEPARTMENTAL ACTIVITIES

Teachers interact with each other regularly at departmental meetings designed to provide staff development and program renewal. Curriculum and instruction are implemented consistently across all sections of the same course. Each teacher is committed to a systematic program that emphasizes progressive proficiency in reading, writing, listening, and speaking. The chairperson and teachers periodically evaluate the program to determine how well the instruction achieves substantial literacy for all students; the development and integration of writing, comprehension, and speaking; and the contextual acquisition of vocabulary and technical skills. The principal and departmental chairperson often interact to develop plans and promote activities that support departmental efforts for teachers to grow professionally.

EXEMPLARS

- o All students complete four years of English-language arts courses in which they systematically develop their ability to read, write, listen to, and speak the English language and become more knowledgeable about their cultural heritage through reading literature.

- o The core program includes works of literary merit that:
  - Have been selected carefully by curriculum planners and selection committees at the school and district levels.
  - Are studied in depth by all students.
  - Are experienced by students through close reading, hearing them read aloud, or seeing them performed.

- o The extended program consists of works of literary merit that:
  - Have been selected by curriculum planners and selection committees.
  - Students read on their own or in small groups to supplement the classwork carried on under the core program.
  - Are broad enough to permit teachers to recommend titles which are appropriate to the special interests, needs, and abilities of their students.
  - Are related to the core program through themes, historical settings, types of characters, locations, curricular topics, or works of a particular author or illustrator.

- o The recreational/motivational program consists of titles of literary merit that:
  - Are readily available in classroom, school, and public libraries.
  - On the recommendations of teachers and librarians, students read on their own for enjoyment and enlightenment.

- o Teachers focus attention on the central human issues raised in literary works of the world in lessons that:
  - Challenge the students to achieve greater understanding of the issues and their importance to the human condition.
  - Develop the students' maturity in thinking about the issues and articulating their ideas about them.
  - Engage the students in a reassessment of their own values in relation to those values embodied in the literature.

- o Original whole works rather than excerpts or watered-down versions of the works make up the major part of the program. Students:
  - Confront the complex issues in the literature through analysis and summarize the central themes.
  - Engage in comparing and contrasting activities.
  - Discuss various interpretations of the work and make inferences concerning the author's meaning.
  - Draw conclusions and make judgments.
  - Appreciate the techniques of effective expression in the literature.
  - Learn about structural components as well as characterization and point of view.

- o Instruction guides all students through a range of thinking processes that are not based on the assumption that students must acquire one type of thinking before being able to progress to another. All students develop the ability to predict, interpret, compare and contrast, analyze critically, synthesize information, and evaluate, solve problems, and integrate meaning through comprehending and composing activities.

- o Students show greater maturity in reading, writing, listening, speaking, and thinking as they progress from the freshman through senior years of high school. Teachers make more rigorous and challenging demands and expect more sophisticated skills from the older students than from the younger ones.

- o Teachers use heterogeneous cooperative learning groups as a key instructional strategy in the development of native and nonnative speakers' language proficiency and mastery of the curriculum.

- o INTO literature--Before students read or interact with a literary work, teachers employ strategies to evoke the students' interest in the work and to connect them personally with it, such as:
  - Asking provocative questions about the work
  - Eliciting the students' related backgrounds of experiences and prior knowledge
  - Providing an overview or synopsis of the work
  - Offering biographical background about the author and other interesting historical and factual information about the piece
  - Doing an oral reading of a lively scene, showing a film, or using outside resources, such as practicing authors and other speakers
  - Beginning with familiar, simpler works which share common themes with the more complex work

- o THROUGH literature--Students explore the work in depth through:
  - Reading and interacting with the work
  - Discussing the abstract ideas, concepts, and ideals encountered in the work
  - Generating their own interpretations and responses
  - Focusing on crucial quotations
  - Engaging in dramatic presentations by assuming the personae of characters
  - Making predictions about what will occur in the piece
  - Recording their reactions in literature logs
  - Making journal entries of quotations or problems confronted by the characters
  - Designing artistic visualizations
- o BEYOND literature--Interaction with the literary work is followed by activities that help students pull their thoughts together to reflect on how the work relates to them and to society, such as:
  - Discussing and writing their reactions and insights
  - Reconsidering and reinterpreting their world views as a result of the work
  - Developing an illustration showing relationships among characters
  - Relating one piece of literature to another
  - Dramatizing the work
  - Reading parallel works among genres
  - Writing a new preface, a new ending, a change of scene, a script for readers' theater, interpretive questions, summaries, imagined interviews, or sequels
- o Students write in many different modes of discourse:
  - Story, observation, autobiographical and biographical incident and sketch, poetry, dialogue, persuasive essay, report of information, drama, letter, memorandum, newspaper article, diary, narrative, legend, memoir, speculation about results or causes, remembered place, analysis, fable, myth, interpretation, lyrics, and problem-solution
- o Students experience a writing program in which they engage in:
  - Prewriting activities in order to select a topic, identify the intended audience, and determine the mode, tone, and style of the writing
  - Drafting activities in which the students manipulate language to suit their meaning and purpose, organize details, and give evidence
  - Responding activities
  - Revising activities in order to clarify thoughts and ideas
  - Editing activities
  - Postwriting activities
- o Students write to develop their own style. They are familiarized with word processing and other computerized writing tools. Students' writing is published in various ways in the classes, school, and community.
- o There are written standards and expectations for student writing which are known and used by all teachers.
- o Students develop oral communication skills and regularly take part in discussions, panels, debates, and speeches on topics related to the central human issues found in the literature.
- o Students practice critical listening in a variety of settings (small and large groups and one-on-one situations) and learn to distinguish between the emotional and factual content of the messages they receive.
- o Teachers model effective communication skills by reading and writing along with and in view of the students and by modeling listening and speaking skills throughout the school day.
- o Assessment methods and materials are aligned with the current emphasis on substance and the integration of listening, speaking, reading, and writing.
- o Teachers are knowledgeable in the use of holistic, analytical, and primary trait-scoring methods for written language assessment.
- o A variety of measures is used in conjunction with classroom assessment to determine the quality of the language arts program:
  - "School Performance Report"/CAP data
  - Background and training of teaching staff
  - Quality and degree of use of the library/media center
  - Attitudes of students
  - Quality of services for students with special needs
- o Periodically, English teachers evaluate their programs in order to determine the extent to which:
  - Students are becoming culturally literate.
  - Instruction and assignments integrate listening, speaking, reading, and writing.
  - Students are improving in their use of vocabulary and technical skills, as evidenced in their writing and speaking.
- o The school library contains an extensive collection of books and

nonprint materials of high quality. Teachers and library personnel encourage and help students to select and use a variety of resources.

- Students with special needs participate in a language arts program that is conducted in concert with the regular language arts program. They experience and discuss the same material and ideas as do the more proficient students.

- Specialized instruction in language arts is provided to students with specific interests or needs; the strategies support the core curriculum and provide (1) different modes of instruction, e.g., visual and auditory, cooperative and competitive, or primary language and modified or "sheltered" English instruction; (2) higher-intensity experiences involving frequent feedback, practice, exposure to the teacher, and lower student-to-adult ratios; and (3) a greater variety of activities and resources than are normally available.

- English teachers meet regularly to ensure that their courses are coherent and developmental for students progressing through high school, that the courses meet university requirements for the college-bound, and that students are developing sufficient skills in English-language arts, in thinking and in understanding, interpreting, and appreciating literature.

- The principal actively supports departmental goals and efforts for professional growth for the faculty.

RESOURCES

The following resource publications are available from Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (phone: 916-445-1260):

- English-Language Arts Framework, K-12, 1987
- Model Curriculum Standards, 9-12, 1985
- English-Language Arts Model Curriculum Guide, K-8, 1987
- Recommended Readings in Literature, K-8, 1986
- Handbook for Planning an Effective Writing Program, K-12, 1986
- Handbook for Planning an Effective Literature Program, K-12, 1987
- Practical Ideas for Teaching Writing as a Process, 1987
- Becoming a Nation of Readers, 1985

The following resource publication is available for $10 from the University of California, Los Angeles, Center for Academic Interinstitutional Programs (UCLA/CAIP), 405 Hilgard Ave., Los Angeles, CA 90024:

- Literature for All Students: A Sourcebook for Teachers, 1985

The ability to think mathematically is becoming more and more essential for all members of our highly complex and technological society. To accommodate changes in the way and extent mathematics is used, it is essential that students develop the ability to discern, conjecture, reason, invent, and construct; in short, that they be able to think mathematically.

The mathematics curriculum helps students gain this kind of mathematical ability by (1) emphasizing basic mathematical concepts; and (2) emphasizing higher-level thinking skills and problem solving as a process. Requiring a new intensity of study, the mathematics curriculum requires students to achieve a depth of understanding that enables them to know why as well as how to apply their mathematical learning.

Apply this criterion equally to all students, including average students, limited-English-proficient students, students achieving at a level significantly below their peers, gifted and talented students, students receiving special education instruction and services, and students who are members of ethnic groups underrepresented in colleges and universities.

PROGRAM CHARACTERISTICS
EFFECTIVE VERSUS INEFFECTIVE

EFFECTIVE	INEFFECTIVE
Curriculum	
Students are enrolled in courses that are interesting and challenging; they are not screened out of "serious" courses because of limited proficiency with two-digit computation.	Students are tracked primarily on the basis of their computational skills.
Students not in college preparatory courses, including Chapter 1 students, take courses with the character of Math A/Math B.	Students not in college preparatory courses primarily review and practice arithmetic, from straightforward remediation on paper and pencil multiplication and division of whole numbers, to "pre-algebraic" manipulations with fractions.
The college preparatory sequence includes substantial attention to logic and statistical inference.	The college preparatory sequence includes only the traditional topics of algebra and geometry and precalculus.
The college preparatory courses make substantial use of computers or graphing calculators for generating and displaying functions.	College preparatory students generally plot points by hand.
New concepts are presented in a meaningful context, most often connected to a real-world situation.	Concepts are treated as mathematical abstractions to be "explained" by the teacher.
There is frequent use of situational lessons that extend over several days or weeks.	Each day's lesson is self-contained, usually focusing on a procedural rule or particular case.
Assigned tasks often require students to make decisions on mathematical modeling and solution approach.	Lessons have problems of a single type, with little motivation other than learning and practicing a new textbook skill.
All students have scientific calculators at all times.	Only students in some classes are expected to use calculators, on a restricted basis.

Numerical calculation occurs in context. Students are expected to pay particular attention to the degree of accuracy needed or possible in a numerical result.	Numerical calculation is performed for problems presented in symbolic terms, with the assumption that an exact result is appropriate.
Instruction	
Students' work is primarily on questions/problems they have not seen before. They are expected to learn from doing.	In most classes the teacher or the book shows the students how to do something, and they practice doing it.
Students regularly use concrete materials, whether in algebra or in general mathematics courses.	All work is done on the chalkboard or with paper and pencil.
Perseverance is promoted. In most assignments, students have ample time to ponder, explore, misstep, consider, restart, press on.	For most assignments, the time available for "finishing" is limited.
Students make conjectures or reach conclusions through oral interaction with one another.	Students mostly work individually.
Students most often reach their own conclusions and give their evidence/reasoning (sometimes to the whole class). The teacher seldom acts as the authority, saying that a result or interpretation is correct.	The teacher most often tells the students what they should have gotten from the lesson. He/she says who is correct and why. The teacher wraps up for the class.
Lessons are expected to generate new or broader questions during a class. Students are expected to "worry with" questions overnight (or longer), to return to "incomplete" issues/questions.	There is a consistent interest in closure. The teacher brings completion each day.
Student homework generally extends the work done in class, with different kinds of examples or generalizations, or the gathering of data for present or future applications.	Student homework consists primarily of practicing the particular skill taught in the day's lesson.
Assessment	
Assessment gives primary attention to students' larger understandings.	There are many discrete "learning objectives" which draw attention away from students' larger understandings and use of mathematics in situations with meaningful context.
Formal as well as informal assessment gives major attention to performance with nonroutine problems.	Formal assessment is concerned almost entirely with performance on problems similar to ones students have practiced.
Assessment relies heavily on students' verbalizations, both written and oral, during as well as after their work is done.	Assessment is based primarily on the answers students get on test problems.

Assessment is based primarily on students' work over time.	Each assessment is based on a test given at a specific time and scored independently of any other work.

The primary objective of instruction is to develop the students' mathematical understanding--the ability to discern mathematical relationships, to reason logically, and to use mathematics techniques effectively. All students master the major concepts and skills of each strand of mathematics: number, measurement, geometry, patterns and functions, statistics and probability, logic, and algebra. The curriculum is organized to enable all students to learn these concepts and skills. Teachers in the department are committed to developing in each student this kind of mathematical understanding.

The curriculum continually reinforces and extends the previously learned mathematical concepts and skills through problem assignments that require the use of these concepts and skills in a variety of new situations with real-world settings. The relationships among concepts and skills, both old and new, are stressed in all classes so that students can connect new or extended concepts to what they already know. The students experience mathematics as a cumulative, unified subject.

Students learn problem solving as a process and experience the rewards of arriving at solutions through their own efforts. The thinking skills of problem solving are highly valued by both teachers and students. Each student takes an active role in problem solving. The students systematically develop their ability to apply mathematical knowledge, skills, and experience to resolve new and/or perplexing situations.

Estimation is taught as a regular part of the instructional program. Students use estimation as an aid in computation, in problem solving to evaluate the quantitative aspects of situations, and to test the reasonableness of their conclusions.

Teachers and students routinely use calculators and computers in the mathematics classes. Calculators are used to decrease the time students must spend on computation and increase the time they spend on concepts and problem solving. The use of computers helps students explore, discover, and create mathematical relationships.

The primary focus in each course is each student's understanding and applying concepts rather than his or her ability to memorize rules and procedures. Instructional methods require interaction among students and between teachers and students to communicate mathematical reasoning and understanding. Students experience the fascination and excitement that mathematics provides through practical applications. Such applications engage the student in situations that reveal the way mathematics is used. Students have practical experiences in applying mathematics in other disciplines.

Teachers use concrete materials and real-world applications to help their students understand mathematical concepts and relate new concepts to those already learned. Students' understanding of concepts is enhanced by their use of concrete materials.

Instruction in each course covers the content planned for the course and is flexible enough to address the learning needs of each student. The mathematical knowledge of the students is regularly assessed so that specific areas of difficulty are identified and retaught as needed. Students who learn rapidly are given assignments of greater depth and extent. Students' performance in all courses is such that later courses in a sequence can be completed without extensive review of previously taught content.

The mathematics program offers alternative sequences of courses. There are sequences for students preparing for college, for honors and advanced placement students, for students ready to go beyond eighth grade curriculum but not preparing for college, for students who have not yet mastered the seventh and eighth grade curricula, and for students who need individualized work in the elementary curriculum. Placement and counseling of students are based on thorough and ongoing diagnosis, with opportunities for students to transfer into a more appropriate sequence as their needs change. Students who need more time to master core content enroll in course sequences that allow for it.

The mathematics department meets regularly to discuss, plan, implement, and evaluate its program. The teachers and chairperson often interact to coordinate departmental objectives and collaborate on achieving the objectives.

Staff development activities aimed at improving instruction and students' achievement are held periodically, and the teachers are personally involved in the improvement process. Professional renewal is valued and recognized. The principal and chairperson often meet to collaborate on ways they will lead and support the raising of mathematical expectations among faculty, students, and parents.

EXEMPLARS

- Students are regularly encountering new and unexpected situations, such as problems that can be solved with previously acquired skills but are different from and more complex than problems they have solved before in their mathematics classes.

- Students demonstrate their ability to think mathematically by their competence in constructing and inventing mathematical solutions to problems. They learn to:

  - Formulate problems.
  - Analyze problems and select strategies.
  - Find solutions.
  - Verify and interpret solutions.

- Students demonstrate the ability to use the following problem-solving strategies:

  - Estimate.
  - Draw a picture or diagram.
  - Look for a pattern.
  - Make a list or table.
  - Write an equation.
  - Use models.
  - Guess and test.
  - Act out the problem.
  - Work backward.
  - Solve a simpler but related problem.

- Teachers create a classroom atmosphere in which students feel comfortable trying out ideas; they model problem-solving behavior and encourage students to explain their thinking during problem solving. Students are encouraged to solve problems in a variety of ways and accept solutions in many different forms.

- Teachers utilize concrete materials and familiar experiences to increase students' understanding of mathematical concepts, to connect their understanding about real objects and their experiences to mathematical concepts, and to provide direct experience with the underlying principles of each concept.

- Each student has a calculator available in his or her mathematics class. Scientific calculators are used for common tables such as those for roots and powers, logarithms, and trigonometric functions.

- Computers are used often for creating problem-solving aids such as geometric displays, organization and graphing of data, simulations of real-life situations, and numerical sequences and patterns.

- Teachers assign practical application projects that enable students to solve problems that exemplify the use of mathematics in the everyday world. Applications are derived from the areas of interest to the students such as:

  - Sports
  - Auto mechanics
  - Scheduling
  - Architectural space planning
  - Voting and elections
  - Surveying
  - Navigation
  - Projections onto screens
  - Loans and credit
  - Retail inventory and pricing
  - Population and census

- Instruction in all classes is flexible enough to address the learning needs of each 12 lessons, and assignments are based on ongoing diagnosis and assessment of each student and are designed to enable all students to master the essential concepts of the curriculum.

- Classroom instruction includes whole-group instruction, cooperative learning groups and individualized instruction, teacher-directed remediation using alternative approaches, and horizontal enrichment.

- Homework assignments are designed to give students the additional exposure needed to master a concept through meaningful and creative experiences that supplement classroom activities.

- A program for students of the lowest competency is available that concentrates on the student's "number sense," his or her appreciation of the sizes of numbers, and the estimation of results to be expected from calculations.

- Students who are competent in the basics of arithmetic but who have learned little about measurement, geometry, functions, statistics, logic, and algebra have available to them a basic or general mathematics course concerned primarily with these strands.

- Students who were moderately successful in eighth grade but are not prepared for a rigorous college preparatory algebra 1 course have available to them an academically oriented alternative (mathematics A of the framework) that moves beyond eighth grade in all strands and keeps open the option of subsequent transfer to the college preparatory sequence.

- The first course in the college preparatory sequence is for students who are strongly prepared and motivated. Students passing this course are prepared to take further college preparatory courses with little review or reteaching.

- A senior elective is available for average and above-average students who will not take college preparatory mathematics as seniors.
- An applied elective course is available for students who have passed the minimum competencies but who will not take an academically oriented course.
- Calculus, if offered, is given as an advanced placement course.
- The development of the weakest students is monitored closely. They are given individualized help and encouraged to enroll in regular classes after succeeding in the remedial efforts.
- Regular meetings are used by the mathematics teachers to develop and coordinate the objectives of the mathematics program and collaborate on the implementation and evaluation of those objectives.
- Staff developmental activities are designed to improve mathematics instruction. Teachers are committed to delivering a high-quality mathematics program and are supported by the principal and department's chairperson as they work to increase their skills.

Because of the increasing technological demands on our society, the role of science in the academic spectrum is continually being expanded, revised, and updated. Science has assumed a new significance in the lives of Americans, and all students should have the opportunity to develop scientific literacy. Science students learn scientific concepts primarily by engaging in the scientific process. Science experiments help internalize the content of science and give them an appreciation for scientific inquiry and problem solving.

Apply this criterion equally to all students, including average students, limited-English-proficient students, students achieving at a level significantly below their peers, gifted and talented students, students receiving special education instruction and services, and students who are members of ethnic groups underrepresented in colleges and universities.

PROGRAM CHARACTERISTICS
EFFECTIVE VERSUS INEFFECTIVE

EFFECTIVE	INEFFECTIVE
Curriculum	
All students take two years of the biological and physical sciences as part of their core program. The science department offers other courses for students expressing an interest in broader, deeper science coursework.	Students taking a college preparatory schedule take biology and chemistry. They never receive instruction in earth/space science.
The overall science program includes a balance of life, earth/space and physical science concepts.	Some content areas are left out of the curriculum, entirely. For example earth science is listed among the strands of the physical science course, but is not actually taught during that course.
Students participate in laboratory activities approximately 40 percent of the instructional time. Demonstrations, simulations, and student's discussion time contribute to the experimental science program.	Students have sporadic science activities that engage them in active learning. Vocabulary-laden text reading, noninteractive software and video viewing, and lecture contribute to passive science lessons.
The sequential teaching of the science process skills is a regular part of the curriculum. Teachers understand the difference between teaching these skills and asking students to apply the skills without diagnosis and instruction.	Students are asked to use a process skill, such as formulating a hypothesis, without being taught the enabling skills needed for success. For example, they are asked to design an experiment without first learning to effectively observe, communicate, compare, organize, or formulate hypotheses.
Students are asked to retrieve and apply concepts learned in elementary and intermediate schools and are sequentially reintroduced to those concepts at a higher cognitive level.	Students are introduced to concepts selected at random with emphasis placed on those concepts preferred by the teacher. Concepts are taught from the beginning level regardless of previous learning in that area.

Teachers are actively involved in a plan to provide the articulation needed to make the spiraling concept work.	Teachers are not aware of which concepts are taught in the elementary and intermediate schools, nor the depth of instruction in those concepts. A plan to provide for effective articulation is not evident, or is not in use. Teachers plan their lessons with outdated or inaccurate ideas of what is being taught at other levels.
Regardless of what entry-level science students take, they are able and encouraged to enter the advanced (college prep) science.	Students who enroll in general life and physical science are considered terminal.
Instruction	
By applying the process skills in problem solving, students are put in charge of their own learning. The students observe, record and organize data, formulate hypotheses and design experiments, analyze experimental data, draw conclusions, develop alternative solutions, and solve complex meaningful problems.	The teacher shows the students how to solve the problem and then the students perform the experiment or investigation. Students are not encouraged to design their own hypotheses in trying to solve a problem.
The teacher emphasizes experiential learning through activity-based instruction. The students perform laboratory activities in order to understand and verify concepts and natural phenomena. They demonstrate their abilities to apply a variety of laboratory techniques and manipulative skills.	Students learn concepts by reading the book, listening to the teacher, watching videos, and doing worksheets. Demonstrations are provided by the teacher, but students do not participate in hands-on activities. Students use the laboratory only for verifying concepts and/or learning lab techniques. Students already know the answers to problems they are asked to solve in the laboratory. Students spend most of their time in experiences that only require recall and comprehension. Problem-solving experiences are scheduled in the curriculum only once or twice a year. Most of the experiences are teacher directed.
Instruction in the science curriculum focuses on the content and process of science through problem solving by experiments and other means of investigation.	Lessons follow the textbook. Analysis and discussion of ethical issues occur only when they are addressed in the book. Ethical issues are selected out of context and the students see no relationship between the issues and its importance in their lives. An issue is analyzed and discussed, but the science concepts involved in the issue are not included in the lesson.
Students have frequent experiences that develop their thinking, communication, and learning skills in science. These activities are open-ended, student-directed, and interdisciplinary.	Teachers are not members of any professional organizations which could be a resource for science. Teachers are not aware of what resources are available in their community.

Students have regular opportunities for analysis and discussion of the ethical issues of science and technology. The discussions are based on an understanding of the scientific concepts and related to issues that students are interested in and care about.	Some of the teachers have limited science backgrounds, do not like teaching science, and/or are not interested in learning more. Several teachers are teaching classes in science as well as other subject areas.
Teachers utilize community resources by forming alliances with museums, science fairs/expos, organizations of science teachers, educational television, universities and colleges, industry, and government agencies.	Teachers do not attend conferences, extended education courses, or district/school staff development activities in science or instructional methods.
All science teachers are highly knowledgeable about science, skilled in the scientific process, and are able to instill in their students a positive attitude about science and a desire to learn more.	There is no plan for regular departmental articulation. The science curriculum and instruction program is not evaluated by the staff on a regular basis. The program remains the same regardless of student needs unless changes are made by the administration.
The teachers utilize staff development opportunities to keep current with scientific advancement and to refine their instructional skills.	The facility does not have adequate safety equipment such as goggles and sterilizer, proper storage for chemicals and equipment, or adequate water supply.
The department staff works together to evaluate the science curriculum and instructional methods in order to ensure consistency, coordination, and alignment among the courses and to plan programmatic improvements as needed.	There is only enough equipment for demonstrations instead of individual student or group activities.
The administration at the school and the district support the science program by providing the facilities, equipment, and materials needed to implement a high-quality science program.	There is no allowance for the replacement, upkeep, and repair of equipment.
Assessment	
Students' performance is evaluated consistent with the curricular and instructional codes set for the science classes. That is, a balance of items dealing with earth, life, and physical science (depending on the course); a consistent assessment of the science process skills and simulations and performance tests of roughly 40 percent laboratory skill development.	Paper and pencil assessment that emphasizes life science content knowledge and excludes other types of information and ways of knowing.
Grading focuses on how well students can apply science learning to new and meaningful problems or situations.	Grading practice emphasizes factual recall and does not require problem solving in a way that creates a meaningful assessment function.
Student performance is regularly monitored and fed back directly to students.	Students are assessed only twice in a semester and little diagnostic feedback is provided.

Students help build assessment and grading procedures based on their interests and abilities in learning science.	Students take tests that do not relate to the projects, labs, science fairs, and other performance-oriented aspects of science instruction.

The primary goal of the science program is scientific literacy for all students. Students develop scientific literacy by developing interest and enjoyment in learning how things work and why things are; learning fundamental concepts of science and how the application of these concepts affects their daily lives; learning techniques of the scientific method to validate science knowledge; developing thinking skills for lifelong learning; and using attitudes and knowledge about science to live as informed citizens in a scientifically developed nation. Students have a positive attitude toward science and take an active interest in science.

The science curriculum is comprehensive, rigorous, balanced, and sequential and is built on the concepts learned in elementary and intermediate schools. As students progress through the sequential curriculum, they encounter basic scientific concepts repeated at higher cognitive levels. Teachers understand this spiraling nature of the curriculum and work on the articulation needed to make the spiraling concept work.

Students learn the facts, terminology, laws, and theories of physical and biological science by engaging in the processes of science and problem solving through experiments and other investigative strategies. Students experience the connectedness of science content and the scientific process and are able to integrate the two.

The curriculum emphasizes experiential learning, and instruction is activity-based. Students learn by hands-on experiments that develop both the rationale and intuitive thinking inherent in science inquiry and problem solving. They have the opportunity to explore natural phenomena, formulate experiments to solve specific problems of their own choosing, and develop alternative solutions to problems. Active learning is both serious and fun; students are learning in novel, creative situations.

All students achieve the level of scientific literacy necessary for them to function in our highly technological society. They apply their scientific knowledge to current situations and to life around them and discuss the societal implications of scientific and technological advances. Students have regular opportunities for in-depth analysis of ethical issues and for discussions of attitudes and values as they affect science and technology. They realize that science is a human endeavor, and not a value-free body of knowledge.

Direct instruction, independent and small-group laboratory work, science projects, and discussion sessions are used to develop the students' conceptual understanding of major scientific phenomena. This variety of teaching methods is employed for each major curricular objective as reinforcement and to take advantage of different students' learning modalities. Students are frequently asked to explain their own ideas about natural phenomena and formulate testable hypotheses in their own words. Teachers facilitate such discussions with open-ended and divergent questions so that the students expand their views and understanding as they explore the complex ethical issues in applying science to a technologically advanced society. The school's library offers a collection of science materials that support independent research projects by students.

While concentrating on the essentials of the science curriculum, teachers foster and maintain students' interest in a wide variety of topics by using stories of great scientific discoveries, biographies, and other high-interest science readings. Teachers relate science concepts to the major ideas of art, literature, history, and mathematics. They draw on and develop alliances with the science resources found in the community: museums, universities and colleges, educational television, industry, science fairs and expositions, science teacher organizations, and military and governmental agencies. Field trips and science fairs are important parts of the science program and are used to maximize students' interest as well as achievement. Teachers encourage parents to provide science experiences for their children.

All students receive at least two years of science instruction that incorporates a balance of physical and biological sciences. Science programs are flexible enough for students to prepare for advanced courses in biology, chemistry, physics, and earth/space sciences. Students planning for careers in science-related fields take at least three years of science and three years of mathematics. If they are interested and able, students who take general life science and physical science are encouraged to take more advanced courses.

The science teachers exemplify high standards of scientific knowledge and teaching expertise. They are regularly involved in staff developmental programs aimed at personal renewal and improved competence in science education. Teachers regularly collaborate on curricular and instructional issues. The curricula of various

courses and grade levels are carefully articulated and sequenced. Staff is committed to students' mastery of the articulated curriculum.

Efforts to plan, implement, and evaluate the science program are coordinated within the department. Teachers regularly meet to share instructional and experimental techniques. The principal and chairperson regularly discuss the science program and its role in the school's total program. Administrative support of the science program is translated into updated and well-maintained science facilities, equipment, and instructional materials needed for a quality program.

EXEMPLARS

- o The science curriculum focuses on the content and processes of science through problem solving by experiments and other means of investigation. Students demonstrate their ability to integrate the content and processes of science by their competence in conducting experiments to learn science concepts. Science experiments put students in charge of their own learning.

- o Students learn the basic concepts of physical science, including an understanding of:

  - Atomic structure, molecules and elements and compounds and their properties
  - Phases of matter and the kinetic theory
  - Definition of measurement of physical characteristics
  - Chemical reactions and nuclear science
  - Force and motion
  - Energy sources, transformation, and conservation
  - Waves: fluid, sound, and electromagnetic
  - Heat and heat transfer
  - Electricity and magnetism
  - Geological processes
  - Water cycle, climate, and weather
  - Astronomy and space exploration
  - California landforms
  - Oceanography

- o Students learn the basic concepts of biological science to include an understanding of:

  - Structure, functions, and interrelationships of cells, tissue, organs, and systems
  - Categories and roles of organisms in the web of life
  - Animal and human behavior, growth, and development
  - Plant functions, including the processes of photosynthesis and plant respiration
  - Reproduction, genetics, and theories of evolution
  - Ecosystems and ecology
  - Technological advances in medicine and agriculture

- o The science teachers build on the students' previous science education. Spiraling of knowledge and skills is evident in the courses.

- o The teachers emphasize experiential learning through activity-based instruction. The students:

  - Explore natural phenomena.
  - Organize the data collected.
  - Formulate experiments.
  - Develop alternative solutions.
  - Solve problems.

- o Students have frequent experiences that develop their thinking, communication, and learning skills in science. These activities are open-ended, student-directed, and interdisciplinary.

- o Students have regular opportunities for analysis and discussion of the ethical issues of science and technology. The discussions are based on an understanding of the scientific concepts and are related to issues that students are interested in and care about.

- o Teachers utilize community resources by forming alliances with:

  - Museums
  - Science fairs and expositions
  - Organizations of science teachers
  - Educational television
  - Universities and colleges
  - Industry
  - Governmental and military agencies

- o All science teachers are highly knowledgeable about science, skilled in the scientific process, and able to instill in their students a positive attitude about science and a desire to learn more.

- o All students take two years of the biological and physical sciences as part of their core programs. Included in the two years are concepts of earth and space science. The science department offers other courses for students who want more scientific knowledge.

- o The teachers utilize staff development opportunities to keep current with scientific advancement and to refine their instructional skills.

- The departmental staff members work together to evaluate the science curriculum and instructional methods in order to ensure consistency, coordination, and alignment among the courses and to plan programmatic improvements as needed.

- The administrations at the school and the district support the science program by providing the facilities, equipment, and materials needed to implement a high-quality science program.

HISTORY-SOCIAL SCIENCE

The high school history-social science program provides learning opportunities that challenge students' growing ability to think abstractly and analytically. Students develop formal thought which supports their abstract understanding of historical causality (i.e., the complex patterns of relationships between historical events, their multiple antecedents, and their consequences considered over time). The curriculum is presented in a way that allows students to grasp the workings of political, social, and economic systems and to engage in higher levels of policy analysis and decision making. Students deepen and extend their understanding of the more demanding civic learnings. They understand, for example, political conflict in a free society and its resolution under law, the fundamental substantive and procedural values guaranteed by the Constitution, and the close and reciprocating relationships between society and the law within a nation whose Constitution is a statement of principles. The study of history transmits to students the political vision of liberty and equality that unites us as Americans. Students develop an understanding of the qualities required of citizens living in a democracy and examine major turning points in modern times. They continue to be provided with concrete illustrations and instructional approaches which enable them to understand and relate these political and historical studies to their daily lives. History is broadly interpreted to include not only the political, economic, and social arrangements of a given society but also its beliefs, religions, culture, arts, architecture, law, literature, sciences, and technology. The curriculum is enriched with literature, integrated with the other humanities, and correlated across the other subject areas.

Apply this criterion equally to all students, including average students, limited-English-proficient students, students achieving at a level significantly below their peers, gifted and talented students, students receiving special education instruction and services, and students who are members of ethnic groups underrepresented in colleges and universities.

PROGRAM CHARACTERISTICS: EFFECTIVE VERSUS INEFFECTIVE

EFFECTIVE	INEFFECTIVE
At each grade level the high school history-social science program reflects a chronological and in-depth study of historical events in their geographic setting.	History is presented as a series of isolated events or topics such as "conflict," and geography is studied as a separate topic.
The teaching of history is integrated with the humanities and other social sciences. History-social science teachers work with teachers in other disciplines and librarians to achieve correlation across subject areas.	History, the other humanities, and the social sciences are taught as separate courses or units.
Teachers bring the past to life through the use of literature of and about the period of history being studied enabling students to relate to the lives of people in other times and places.	Teachers rely primarily on the text and their lecture materials in their presentation of history. Literature is not included as an integral part of the program.
Modern historical eras, turning points, and events in United States and world history are studied in depth through the use of a variety of nontextbook materials.	The curriculum is organized as a survey of great spans of time, with no attention given to understanding the complex patterns of relationships among events and societies or discussion of the consequences of events.
The experiences and effects of men and women of diverse racial, religious, and ethnic groups are included in the curriculum at every grade level.	The contributions of diverse groups are mentioned in the textbooks but are not fully developed.

Controversial issues are presented from a variety of perspectives with honesty and accuracy and within their historical or contemporary context.	In-depth exploration of controversial issues is avoided in texts and in classroom discussions.
Comparative analysis across time and across cultures is used in teaching the significance of events occurring simultaneously in different cultures and geographic settings. The concept of global interdependence is stressed.	The study of the connections and interdependence, past, present, or future, among the countries in the world is minimal.
The importance of religion in human history is studied and discussed within the history-social science curriculum.	The role of religion in history is avoided or minimized in texts and classroom discussions.
Students discuss and analyze the rights and responsibilities of citizens in a democracy, the commitment of a democratic society to human rights, and the responsibilities of each citizen, including voting and participating or volunteering in school, community, and civic programs and affairs.	Democratic principles underlying the U.S. Constitution are addressed briefly or only within the government course.
All students use a wide range of thinking strategies in the history-social science curriculum as they define and clarify problems, judge information related to a problem, solve problems, and draw conclusions.	Instruction for most students focuses on low-level tasks such as memorizing dates, names, and places.
Instruction reflects a wide variety of content-appropriate teaching methods that engage students in the learning process, including reading literature, doing research, writing, cooperative learning, and participating in debates, simulations, and dramatizations. Educational technology is used in the curriculum.	Instruction consists of reading the text, answering the questions at the end of the chapter, and studying for tests. Teaching methods and resources are not varied.
Primary sources such as original documents, newspapers, court decisions, and speeches are used to give an accurate portrayal of the times, events, and issues.	Students use the text as their only source material for an interpretation of historical events.

GOALS OF THE CURRICULUM

All high school students learn history-social science within the context of a full, balanced, and integrated curriculum which is enriched by literature and draws upon students' own experiences. The curriculum incorporates the three goals of (1) knowledge and cultural understanding; (2) democratic principles and civic values; and (3) the academic and social skills necessary for effective participation in a democratic society and the world.

Although many high school students still need concrete illustrations in order to understand politics and history, the secondary school curriculum challenges students' growing abstract and analytical thinking capabilities. Through formal thought, students develop an understanding of historical causality, social systems, and policy analysis.

The content of the high school history-social science curriculum at each grade is aligned with the History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, (1988).

INTEGRATION OF CURRICULUM

The teaching of history is integrated with the other humanities and social sciences. Instruction in English-language arts, the sciences, and the visual and performing arts is correlated with the history-social science programs. The study of history includes not only the political, economic, and social arrangements of a given society but also its values, beliefs, religion, culture, art, architecture, law, literature, sciences, technology, and relationship to other societies.

THE CURRICULUM IN THE HIGH SCHOOL

For grade nine, students take two semesters of substantive study in history-social science electives. Courses may be one or two semesters long and should include significant topics such as California in the twentieth century, geography, humanities and comparative world religions, culture studies and anthropology, psychology and sociology, women's and ethnic studies, and law-related studies.

The tenth-grade world history, culture, and geography course focuses on major turning points in the modern world (i.e., from the late eighteenth century to the present). Students study the rise of democratic ideas and their relationship to the industrial revolution; specific case studies of imperialism, colonialism, totalitarianism, and nationalism; and an understanding of human rights and the role of democratic government to protect those rights.

The United States history and geography course in grade ten examines major turning points in the twentieth century. Special attention is given to the framing of the Constitution as well as to political, social, and hemispheric issues. By the end of the year, students are able to place the recent past in historical perspective, discuss long-term trends and assess their meaning, and be aware of the influence of the Constitution on daily events.

Each of these courses begins with a review unit which emphasizes major issues or ideas from earlier periods in history approached from the perspective of a mature mind.

The one-semester course on American government and civics in grade twelve is the culmination of the civic literacy strand and prepares students to vote and participate in community activities. Students investigate the major concepts, events, personalities, and issues which formed and enriched our government over the years. They then compare the system of government in the United States with other forms of government in the world today.

The one semester course on economics in grade twelve is the culmination of the economics literacy strand. Students deepen their understanding of the economic problems and institutions of the nation and world through studying economic concepts, different economic systems, microeconomics, macroeconomics, and international economic concepts.

INSTRUCTION

Students learn history-social science concepts and skills through a dynamic process of active involvement as individuals and as members of small groups and whole classes. Teachers use various content-appropriate strategies which are challenging and exciting and are related to the lives of the students and other subject areas.

Activities include research and writing projects; reading and analysis of primary source materials; the study of humanities and literature, art, music, dance and drama of the historical periods; storytelling and simulations; debates, oral presentations, and dramatizations; community service activities; cooperative learning, individual, and group projects; and other intensive student-centered activities. Questioning techniques encourage student participation, interaction, and use of higher-order thinking skills. Students often engage in problem-solving as well as personal and group decision making. Students are increasingly responsible for and in control of their own learning. They employ a variety of cognitive strategies to monitor and adjust their progress and their activities. Technology in a variety of forms allows students to use and understand the primary methodological tools of the social sciences. They understand the influence that information technologies have had on the study and understanding of geography, economics, and the other social sciences. Students who are limited-English proficient have equal access to the history-social science curriculum for all students. The teacher uses strategies in English and the student's primary language, as appropriate, and works collaboratively with support staff to ensure that, as a group, nonnative English speakers make normal progress through the curriculum at a pace and success rate comparable to native English speakers.

CLASSROOM AND SCHOOL RESOURCES

Teachers bring the past to life through the use of lively texts, literary works, and primary source materials such as archival films, tapes, and other mass storage media. Textbooks and accompanying materials are aligned with the goals of the state framework. The school has an established list of literary works which address all course descriptions and units of the history-social science program. For limited-English-proficient students, materials are available in

their primary language and in English accompanied by rich contextual support. Instruction is supported in the classroom and the school library by a wide variety of equipment and materials. Students use audiovisual materials and technology, including computers with telecommunications capacities, as resources for discovering and storing information, analyzing data, conducting simulations, sharing information, and developing their own oral, written, and visual expressions. Teachers and students draw upon the school library or media center, local and national telecommunications services, the district instructional materials center, community library, historical and cultural centers, members of the community, and city, state, and national government as resources to support and extend the classroom program.

EVALUATION

Evaluation of student progress in history-social science is systematic, ongoing, and aligned with the state framework and the California Assessment Program test criteria for grade twelve. Evaluative data, both quantitative and qualitative, are regularly collected and used to improve the history-social science program. The evaluation activities include a broad range of areas such as the ongoing assessment of critical thinking and research skills, writing activities, historical analysis, debate, cooperative problem-solving, public speaking, and surveys of students, teachers, and parents. Students have regular opportunities for self-assessment and peer evaluation. Evaluative feedback is provided regularly to students and parents through test scores, grades, conferences, peer critiques, awards, and other forms of recognition. Progress of all students, including those with special needs, is monitored; modifications are made in the instructional program, but not in the curriculum, to promote the optimal development of all students.

PROGRAM SUPPORT

Teachers and site administrators express enthusiasm for the history-social science program and allocate time to plan collaboratively for program improvement, to coordinate and problem-solve during implementation, to learn new and effective teaching practices, to support each other in developing new skills and techniques, to coordinate their activities for students they have in common, and to accomplish intra- and interdepartmental articulation and integration.

Time and resources are allocated for staff development activities that are based on staff's assessed needs related to the curriculum and instructional strategies described in the framework. Administrative support for the library ensures a wide variety of reference and research materials for the history-social science program. Supplementary services for special needs populations are provided to ensure that all students receive and succeed in the core curriculum in history-social science. The school is successful in its organized efforts to seek and maintain parent and community support for the program. Teachers and students take advantage of community resources such as institutions of higher learning, diverse cultural groups; senior citizens; primary language resources; historical societies; museums and galleries; music and performing artists; hands-on materials; artifacts; visual aids; speakers; sites of historical and geographic significance; and city, state, and county government.

EXEMPLARS

- Teachers develop students' knowledge and understanding of history and the social sciences in an interdisciplinary context by:
  - Employing small-group discussions, debates, and role-playing to study issues
  - Developing the ability of students to use literature, dance, drama, music, the visual arts, and other cultural expressions in their study of history
  - Coordinating assignments with other subjects
  - Requiring projects that utilize specific language arts, mathematical, scientific, and basic study skills
  - Encouraging students to participate in school government and activities and in local civic and political activities
  - Using individual and cooperative learning projects
  - Assigning long-range projects that require students to research, interpret, and apply history and social science concepts
  - Assigning projects that challenge students to investigate and participate in current events that clarify historical and social concepts and theory
  - Studying the major events, places, and persons in history and government to gain an understanding of the key ideas, issues, decisions, and relationships
  - Using the community as a resource
  - Using computers for simulations, writing, drawing on data bases, and telecommunications
- In studying the basic tenets of the major religions and their ethical traditions, students understand the impact and continuing influences of these ideas on people, places, and events during the periods under study and in their own lives.
- Democratic values are modeled and taught in the classroom, in the curriculum, and in the daily life of the school.

- Students are prepared for civic responsibility through observing and participating in the activities of student government, community groups, and local, state, and national government, and by registering to vote at age eighteen.

- Problem-solving is developed in individual and group projects, debates, essays, role-playing, writing, mock trials, and classroom discussions and in the application of critical thinking to historical and related contemporary issues, events, and personalities.

- The School Site Council, parent committee, or other community organizations regularly review the operation and effectiveness of the program.

- Teachers encourage parents to assist their students to succeed in the programs through the following activities:

  - Reading and discussion of current events depicted in newspapers, magazines, and the media
  - Reading and sharing books of literary merit, including but not limited to historical fiction and nonfiction
  - Modeling good citizenship and individual responsibility for ethical behavior by voting, discussing public issues and candidates for office, and volunteering for community service activities

- Parents and other members of the community, including senior citizens, are invited regularly to share information on their culture and specific areas of expertise (e.g., careers, skills, oral histories, and so forth).

- Teachers utilize cultural events taking place in the community to emphasize the variety of religions, languages, and ethnic and cultural groups in California and the United States.

- Students explore and discuss current controversial issues such as war and terrorism, global consequences of the destruction of natural resources, global trade relationships, and government-produced famine in Africa. At grade twelve, students analyze major social issues and produce research papers.

- Students develop a concern for ethics and human rights by studying the ways in which different societies have attempted to resolve ethical issues and by examining the lives of those who have led movements for freedom.

- Students use interviews, role-playing, and simulations to explore the variety of ways an event such as the Jazz Age, the Great Depression, or the wars affected the lives of people in the United States and other nations.

- Students compare and contrast the political practices of earlier eras with those of today.

- Teachers introduce and constantly reinforce concepts through the study of current issues and case studies which enable students to compare and contrast the political and economic system of the United States with those of other nations.

- Students visit and report on school board, city council, and planning commission meetings.

- Students practice their writing and problem-solving skills in several ways appropriate to their individual abilities (e.g., college blue-book essays, assignments requiring short answers, letters to the editor, letters to a foreign student, a letter to a landlord objecting to not having a deposit returned, or a letter to a planning commission expressing support or opposition to a growth measure under consideration).

RESOURCES

The following publication is available from the Bureau of Publications, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (phone: 916-445-1260):

- History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, 1988.

FOREIGN LANGUAGE

Students need to prepare themselves to live in a global society in which foreign language skills and multicultural understanding are increasingly essential. The mastery of a second language, enabling students to communicate meaningfully in that language, is the primary goal of foreign language instruction.

Students develop the ability to communicate in a second language by continually using the language for communication both in and outside of the classroom. Students learn the language in a contemporary cultural context.

Apply this criterion equally to all students, including average students, limited-English-proficient students, students achieving at a level significantly below their peers, gifted and talented students, students receiving special education instruction and services, and students who are members of ethnic groups underrepresented in colleges and universities.

All students have the opportunity to learn a foreign language as part of their high school education. Several different languages are offered, so students have a choice of languages to study.

The foreign language curriculum is designed to motivate students to continue study beyond the first year. Students with previous foreign language experience can profitably take advanced classes and study subject matter in the foreign language in order to gain greater proficiency in the language.

The focus of the entire foreign language program is on meaningful and useful communication in the language. All classes in each language are taught with communication as the primary goal and the dominant activity. Instructors and students speak in the language to the maximum extent possible. Students have the opportunity to improve their listening comprehension daily; they read the language to understand what is written; they speak in the language, conducting meaningful, purposeful interchanges; and they write in the language to send messages to other people.

Each language is taught within the contemporary cultural context of countries where the language is spoken, including the United States. Learning activities emphasize that each language is an expression of a particular culture or of several related cultures. Students learn that many cultural universals exist but that cultures vary and are of equal value.

The courses in each foreign language are proficiency-based. Specific proficiency levels are established and articulated for listening, speaking, reading, writing, and learning the culture of the language. Teachers incorporate these proficiency levels in their objectives for courses and lessons, and they regularly assess each student's proficiency in listening, speaking, reading, writing, and knowledge of the culture. Grading guidelines focus on the successful performance of communicative tasks over a sustained period of time. These guidelines are given to the students early in the semester so that they know how their performance will be evaluated.

The foreign language department meets regularly to plan, implement, and evaluate the program. The teachers and chairperson often interact to coordinate departmental objectives and collaborate on achieving the objectives. Changes made in order to develop higher standards for the teaching and learning taking place in the foreign language classes are the result of regular evaluation of students' achievement, instruction, and the curriculum. The principal and chairperson meet regularly to discuss the role of foreign language instruction in the school's total program. The department has implemented plans that make foreign language classes more accessible to all students. The teachers are involved in foreign language training programs that help them develop their communication and teaching skills. The school's leaders encourage and enhance such staff development efforts.

EXEMPLARS

- Foreign language is provided for all students at every readiness level. Advanced courses and subjects taught in the foreign language are available for students who studied the language in elementary and intermediate schools and for native speakers.
- Meaningful communication is the main goal and the major activity evident in the foreign language courses.
- Classroom language interchanges include:
  - An obvious purpose in communicating
  - Personal significance in the content
  - Resolution of uncertainties as a result of communicating
  - The cultural features of the language and society
  - Spontaneity and unpredictability in conversational communication
- Students are taught, in the receptive areas of listening and reading and the productive areas of speaking and writing:
  - Language functions
  - Structural differences
  - Vocabulary
  - Communicative and/or graphic signals

- Specific proficiency levels have been established for perceptive and productive skills, and means of assessment are in place.

- Students learn to understand and appreciate:

  - Cultural universals, the physical and psychological bases of cultural behaviors, and the unconscious ways in which they themselves prejudge behaviors different from their own
  - The significance of special behaviors in target cultures
  - Cultural skills in selected target culture contexts or situations
  - Cultural connotations in selected key words and phrases, gestures, facial expressions, and other body language

- Administrators facilitate and encourage opportunities (language camps, travel abroad programs, students' exchange programs, and holiday celebrations) that integrate foreign language competency skills with on-campus activities.

- Departmental faculty members meet regularly to ensure a coordinated program that meets the needs of the students and the goals of the department.

- The regular evaluations of students' academic performance and proficiency, instruction, and curriculum have resulted in higher standards for teaching-learning in the foreign language program.

- Foreign language programs are accessible to all students.

- The staff development activities help teachers improve their methodological and language/cultural foreign language skills. The school's leaders actively support this staff development.

VISUAL AND PERFORMING ARTS

The visual and performing arts curricula enable all high school students to study the arts and to realize and value the role that the arts play in human experience. Students acquire and extend knowledge, develop and master skills, expand creative abilities, and develop their potential for lifelong amateur or professional endeavors in the arts. Students recognize the arts as an essential part of the curriculum and an important component in the enrichment of their lives.

The arts curricula include dance, drama/theatre, music, and the visual arts. They are planned and address the broad range of individual differences, talents, and interests of all high school students and provide balance and enrichment to the total program. The development of unique intellectual, physical, social and emotional responses through both verbal and nonverbal communication are reflected in the curriculum. These curricula reflect the unique characteristics of each of the arts, and they integrate and interrelate the arts with each other and with the core curriculum as appropriate. Students are taught the content and techniques that make each of the arts unique and learn to see the characteristics that the arts hold in common. Aesthetic perception, creative expression, historical and cultural heritage, and aesthetic valuing are fundamental components upon which all instruction in the arts is based.

Apply this criterion equally to all student, including average students, limited-English-proficient students, students achieving at a level significantly below their peers, gifted and talented students, students receiving special education instruction and services, and students who are members of ethnic groups underrepresented in colleges and universities.

PROGRAM CHARACTERISTICS: EFFECTIVE VERSUS INEFFECTIVE

EFFECTIVE	INEFFECTIVE
The written visual and performing arts curricula are systematic and articulated through the grade levels. They include aesthetic perception, creative expression, historical and cultural heritage, and aesthetic valuing.	The visual and performing arts curricula emphasize production/performance with little or no attention given to aesthetic perception, creative expression, historical and cultural heritage, and aesthetic valuing.
The visual and performing arts curricula provide all students with an understanding of the arts in their lives and in the world, past and present.	The arts curricula offered to students have little relation to the environment, world cultures, history, or the ongoing need for human expression.
All students are given an opportunities to express themselves creatively, both nonverbally and verbally.	Arts experiences are scheduled only for those who demonstrate a talent for the subject.
All students have the opportunity to participate in the arts program. Serious students develop proficiency in an art form before graduation.	Participation in the arts program is limited to a minority of the student body. Serious students are forced to develop proficiency in their chosen art form outside of school if at all.
Dance, drama/theatre, music and the visual arts are taught both as discrete disciplines as well as integrated in other content areas to achieve correlation across subject areas.	Dance, drama/theatre, music, and the visual arts are taught only as separate disciplines with no connection to other arts disciplines or other curricular areas.

Students are engaged in visual and performing arts activities in school and within the community, including attending a variety of performances; visiting museums; and participating in experiences brought to school by artists, arts providers, touring groups, or artists in residence. These activities are part of the planned arts program.	There is little evidence that students participate in field trips or that the community works in partnership with the schools to enrich the arts program.
The school library and other district or local resources provide students and teachers up-to-date arts reference materials such as video tapes, instructional films, slides, art reproductions, cassettes, records, scripts, reference books, software, and published music to enhance, expand, and strengthen the arts program.	The school library has limited arts reference materials available for students and teachers, and appropriate resources are not identified or made available.
The district and school have a policy in place to provide support services, staff development, and time for planning the arts program.	Time for planning and appropriate staff development is not provided to support the arts program.
There are storage facilities, adequate materials, and teaching space at each site for each of the arts.	The school does not have adequate storage facilities for arts equipment or materials nor appropriate space for arts instruction.
There are a variety of measures used to assess student and program success including data collected from attitudinal surveys, teacher observations of performances/products, critiques, and teacher-developed tests.	Assessment is infrequent and not considered as part of the learning and improvement process for the students.

CURRICULUM

Comprehensive visual and performing arts programs are sequenced, well-articulated, and they build on the knowledge and skills acquired at the elementary and middle grade levels. They are aligned with the Visual and Performing Arts Framework for California Public Schools: K-12 and the Model Curriculum Standards, Grades Nine Through Twelve for the arts. They emphasize the interests, abilities, and talents of high school students, enabling them to make informed personal choices regarding the arts in their lives.

The visual and performing arts programs provide students with intellectual, physical, creative, social, and emotional experiences that connect them to a common core of knowledge that transcends subject areas and demonstrates the relationship of the arts to students' own cultural heritage as well as to human experience in general. Not only do they gain insights into other cultures, students understand how the arts reflect historical contexts, and they are able to recognize universal themes and concepts. The arts programs identify the interrelationships between knowledge and skills gained in the four disciplines and those gained in other subject areas.

Courses in the arts offer to all students an in-depth study of one year in one of the four major arts disciplines. Each student has opportunities to explore and experience other forms as well. Multiple-level courses are offered by the arts departments for those students who want more specialized training in and appreciation for an arts discipline.

INSTRUCTION

Goals and objectives of visual and performing arts instruction are clearly stated to include the promotion of critical thinking as well as creativity and cognitive development in the arts. Students' acquisition of knowledge leads to the development of skills, concepts, styles, and an understanding of the unique principles of

dance, drama/theatre, music, or visual arts as well as the commonalities among these disciplines.

Students describe, discover, write, view, compare, observe, perform, and/or listen to selected works of artists and/or composers. Students research and read books that reflect the ideas and values of artists from their own cultural backgrounds as well as those of other cultures. Students engage in activities which enable them to share past experiences and address arts themes in group projects.

Teachers use their artistic abilities to demonstrate, model, ask questions, and motivate students to high levels of achievement in the arts. Teachers also create a classroom climate that encourages students to take risks and experiment.

MATERIALS AND RESOURCES

Community resources are used to enhance the total visual and performing arts program. The high school arts program provides appropriate and diversified materials and resources that allow students to participate in a variety of arts experiences. Students have access to up-to-date textbooks, scripts, published music, musical instruments, films, videotapes, art reproductions and slides, art supplies, and equipment. Performance and display space is provided with proper technical equipment including effective sound and lighting systems for musical and dramatic presentations. Community and local higher education resources provide the high school with access to, for example, guest artists, arts providers, artists in residence, resource materials, performances, museums, galleries, and arts or historical societies.

EVALUATION

Evaluation of arts courses and programs addresses four components (1) aesthetic perception; (2) creative expression; (3) historical and cultural heritage; and (4) aesthetic valuing. All arts courses with credit for graduation include these components.

A broad range of assessment methods are used to evaluate students. These measures include teacher and peer observation, student demonstrations, critiques, oral and written tests, multidisciplinary presentations, portfolios, exhibits, performances, and the type and quality of student questions and their responses to teacher questions. Monitoring of the high school students' growth in the arts program is systematic and frequent. Students get daily feedback on their progress.

There is a comprehensive plan that defines and aligns the assessment with the goals and objectives of each of the arts. Data collection and analysis provide feedback to students, teachers, administrators, and the community about the program.

PROGRAM SUPPORT

A statement of philosophy and written, sequential high school visual and performing arts curricula, articulated with the elementary and middle grade programs, are adopted by the school board. Through in-service training, all staff become more knowledgeable about the arts, and arts instructors increase their skill in teaching the arts curriculum. School site administrators provide released time for staff development, program planning including grant writing, school visitations, collegial coaching, and evaluation.

The school utilizes both human and material resources to expand its educational program in the arts. The resources beyond the school may include professional artists; charitable and service agencies/organizations; universities and colleges; museums, art galleries, and libraries; historical societies and sites; local, regional, and state arts agencies/organizations; senior citizens; and business and industry. These resources are utilized in a spirit of collaboration so that a mutually beneficial partnership is established between the district, school, and the community.

EXEMPLARS

- The curriculum for each course is based on the Visual and Performing Arts Framework, K-12.
  - Instruction in **aesthetic perception** emphasizes the individuals' ability to respond to the aesthetic elements of a work or event and appreciate it in greater depth. By the end of the high school years, students learn to identify accurately, expressively, and confidently a variety of techniques, styles, artistic trends and movements, conventions, and characteristics of particular art forms and artists.
  - Instruction in **creative expression** emphasizes creating, performing, and interpreting. Students expand their capability for imaginative thinking which is reflected in their artistic expression. They use the skills, media, tools, and processes required to express themselves in one or more of the arts.
  - Instruction emphasizes the **historical/cultural context** of creative artists, their work, their stylistic development, and their effects on society in the past and present, including cultural similarities and differences expressed through the arts. Students understand the social, political,

and intellectual influences affecting artistic expression.
- Instruction in **aesthetic valuing** emphasizes awareness and response to beauty in many forms. Students study the sensory, intellectual, emotional, and philosophical bases for understanding the arts in order to develop criteria for arriving at personal judgments about their form, content, technique, and purpose.

o Visual and performing arts credit toward graduation is only granted for courses which are part of the planned, board-adopted visual and performing arts curricula. Each course includes the four elements of aesthetic perception, creative expression, historical/cultural context, and aesthetic valuing.

o Dance

- Students identify and describe, using the appropriate vocabulary, dances of various cultures and historical periods.
- Students analyze various techniques, styles, and choreographic forms.
- Students express perceptions, feelings, and original movement in dance images, improvisations, compositions, or choreography.
- Students evaluate a dance performance.

o Drama/Theatre

- Students identify and describe, using the appropriate vocabulary, different kinds of plays and dramatic forms from different historical periods and cultures.
- Students analyze the structure, plot, characterization, and language of a play, both as a literary document and as a theatre production.
- Students evaluate a theatre production.
- Students demonstrate proficiency and self-expression by acting in a play, by improvising, by writing a play, or by directing or working behind the scenes of a theatre production.

o Music

- Students identify and describe, using the appropriate vocabulary, various musical forms and styles from different historical periods and cultures.
- Students listen perceptively to music, distinguishing such elements as pitch, rhythm, timbre, harmony, and dynamics.
- Students read and write music.
- Students evaluate a musical work or performance.
- Students know how to express themselves by demonstrating proficiency in playing an instrument, singing in a group or individually, or composing music.

o The Visual Arts

- Students identify and describe, using the appropriate vocabulary, various visual art forms and styles from different historical periods and cultures.
- Students analyze the structure and composition of a work of visual art.
- Students analyze and evaluate the aesthetic qualities of works of visual art.
- Students demonstrate technical proficiency and self-expression in one or more of the visual art forms such as drawing, painting, photography, weaving, ceramics, or sculpture.

o The visual and performing arts support and enrich history-social science, English-language arts, science, and other subjects in the curriculum.

o All students take at least one course in the visual or performing arts curricula as part of their core curriculum. The school offers a variety of courses, in dance, drama/theatre, music, and visual arts, to meet students' interests, talents, and developmental levels. Each course includes the four framework components. Students who have developed exceptional interests or abilities in the arts have an opportunity for more in-depth study.

o There is flexibility and creativity in the school schedule to allow for arts classes during the regular school day as well as in other time frames and at other locations.

o All students, in developing a common core of knowledge, learn that universal concepts are expressed throughout the arts both in verbal and nonverbal forms of communication.

o Students' cultural awareness and literacy are improved as they gain deeper insights into the role that the arts play in the development and transmission of cultures throughout the world. Students learn that:

- The arts in America reflect ideals and values of various cultures.
- The arts contribute to the customs, ceremonies, and celebrations of all cultures.
- The arts reflect what a culture enshrines as important.
- Their personal values and ideals can be expressed through the artistic disciplines.
- Culture is transmitted across generations through the arts.

o In developing and refining their kinesthetic, aural, tactile, and visual sensibilities through the arts, students improve

their appreciation for and enjoyment of works of art. They use higher-level thinking skills such as analysis, synthesis, evaluation, and application as they observe unique interrelationships within and among the arts.

- Students engage in creative activities that help them:
  - Learn to value their own imaginative thoughts through experiences in the arts.
  - Transform personal experiences into original artworks.
  - Engage in activities directed toward refining and mastering artistic skills and performance/production techniques.
- Students, with feedback from the teachers and peers, exercise judgment and discrimination in each area of the arts through an analysis of the criteria for excellence within that discipline and apply these criteria as they evaluate their own artistic performances, works, and compositions on a regular basis.
- Students' works of visual art are exhibited for recognition and appreciation throughout the school's buildings and in the community. Dance, drama, and music students have opportunities to perform both in the school and in the community.
- Students engage in activities which promote their understanding of the arts for lifelong involvement including the potential for careers. They can identify the role of the arts in business and industry, architecture, communications, etc.
- The guidance staff encourages students with special artistic interests or skills to include visual and performing arts classes in their schedule.
- Teachers of the arts:
  - Teach the arts as academic disciplines as defined in the model curriculum standards.
  - Use their own artistic abilities to model for and motivate students to high levels of achievement in the arts.
  - Employ experiential teaching methods.
  - Use community resources, including professional artists, museums, theatre, concerts, and dance performances.
- The necessary resources for arts instruction, production, and performance are secured through the joint efforts of the leaders in the district, site administrators, and staff. Parents and community members also assist in securing supplementary resources.

RESOURCES

The following publications are available from the Bureau of Publications, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (phone: 916-445-1260).

Caught In the Middle: Educational Reform for Young Adolescents in California Public Schools, 1987.

Model Curriculum Standards, Grades Nine Through Twelve, Visual and Performing Arts, 1985.

Quality Criteria for Elementary Schools: Planning, Implementing, Self-Study, and Program Quality Review, 1988.

Quality Criteria for Middle Grades: Planning, Implementing, Self-Study, and Program Quality Review, 1988.

Quality Criteria for High Schools: Planning, Implementing, Self-Study, and Program Quality Review, 1988.

Technology in the Curriculum, Visual and Performing Arts Resource Guide, 1987.

Visual and Performing Arts Model Curriculum Guide, Kindergarten Through Grade Eight (scheduled for publication in 1989).

Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve, 1987 (Second Edition scheduled for publication in the spring of 1989).

PHYSICAL EDUCATION

Physical education is a vital element in a comprehensive, well-balanced educational program. The learning experience offered in this subject area can be a major contributing factor in the optimum development of an individual in all phases of life--physical, mental, emotional, and social. The exemplary physical education program focuses on developing in the student the ability to demonstrate good sportsmanship and socially desirable behavior as an individual and as a member of a group; providing each student with the knowledge and opportunity to work toward his or her maximum physiological development; motivating the student to maintain a high level of physical fitness and good health throughout life; improving the student's self-image; and providing knowledge and skills which can be used by the student in worthwhile lifetime physical activities.

Apply this criterion equally to all students, including average students, limited-English-proficient students, students achieving at a level significantly below their peers, gifted and talented students, students receiving special education instruction and services, and students who are members of ethnic groups underrepresented in colleges and universities.

The physical education curriculum develops each student's physical fitness, sportsmanship, and self-respect, and the knowledge, skills, and values that support lifetime participation in fitness and sports activities. Students actively participate on a daily basis as an integral part of their secondary school experience. The program is well articulated; it is built on the concepts and skills previously learned, and as students progress through the curriculum, they encounter concepts and skills repeated at higher cognitive and physically more demanding levels. As a result of participation in this planned program, students gain a working knowledge of fitness, motor skills, and the value of attaining and maintaining a healthy body. At the same time, the curriculum is a conditioning program that develops the fitness of all participants.

Physical education activities lead toward achieving and maintaining optimum fitness. These activities are purposeful, sequential, and proficiency-based. Through direct participation, students learn and apply the terminology, facts, and theories of physical activity and fitness. Knowledge and application of these fitness concepts enable them to develop effective, personalized plans for a positive life-style that addresses cardiovascular conditioning, flexibility, relaxation, and healthful nutrition.

Students participating in the program develop a strong sense of self-respect. They are treated and expected to treat each other with dignity and respect, encouraged to put forth their best efforts, and recognized for achievement. Students learn in a nonthreatening environment in which success is not dependent on athletic ability, and the characteristics and values of good sportsmanship are taught and practiced, including the values of fair play, teamwork, striving, concentration, and winning and losing well. Students who have exceptional needs, including serious health problems, receive assistance and counseling that enable them to succeed in an appropriate physical education program.

The physical education program focuses on the establishment of lifetime habits and values, including a positive self-image, physical fitness, and sportsmanship. Students recognize that strenuous exercise has recreational, psychological, and emotional value and that healthful play is as important as productive work. Sports and games are valued by students and staff for the enjoyment they engender and the character they develop, as well as for the health benefits they provide.

Physical education classes are managed for maximum student safety and engagement in physical activities. Class periods are utilized effectively in order to allow time for purposeful activity, as well as preparation before and after the activity. Equipment and supplies are sufficient to allow maximum student participation, with a minimum of passive observation. Lessons are characterized by direct instruction, student involvement, skill demonstrations, guided practice, and pre- and postevaluation. Teachers actively demonstrate and model the concepts, skills, and values they teach. Assignments are directly related to the planned instructional program and allow students to apply new skills and knowledge to what they know and can do. Teachers utilize a variety of evaluative techniques for determining students' individual skills and needs. Student achievement is compared to local, state, and national norms, as well as to the goals and objectives set by the student and the teacher.

Physical education teachers meet regularly to assess the quality of the curriculum and the effectiveness of the program and to plan improvements. Changes are implemented as the result of the ongoing assessment of student needs, student performance, curricular innovations, and professional research. Teachers participate in staff development activities that enable them to remain cognizant of and responsive to recent developments in curriculum and instruction and are allowed and encouraged to participate in developmental activities which enhance their professional effectiveness. They also take an active role in schoolwide staff development activities, both as participants and as presenters.

EXEMPLARS

- Students experience physical education as a regular part of a

balanced curriculum.

- o Students develop and maintain a high level of fitness and wellness by:
  - Regularly participating in activities geared to individual fitness goals, including muscle strength and endurance, body flexibility, cardiovascular endurance, and an appropriate ratio of lean and fat body mass
  - Demonstrating knowledge of exercise components and scoring progressively higher than the 25th percentile of state or national norms of fitness tests
  - Learning CPR, basic safety rules, and procedures and understanding the value of warm-up, conditioning, and cool-down in injury prevention
  - Undergoing periodic posture and body composition screening
- o Students develop and maintain a positive self-image and exhibit appropriate social behaviors while participating in physical education by:
  - Accepting their physical characteristics, capabilities, and limitations, valuing their personal identity, appreciating the performance of others, making humane comparisons, and supporting the development of their peers
  - Interacting with teachers and students in a positive, nonthreatening atmosphere and identifying stressful situations and dealing effectively with them
  - Exhibiting democratic leadership skills and abiding by rules and regulations
  - Deriving enjoyment from both the struggles and successes related to participation in physical activity
- o Students exhibit interest and proficiency in movement skills by:
  - Observing and participating in a wide variety of physical activities, including aquatics, dance, gymnastics, outdoor education, conditioning, sports, and special or modified activities, where necessary
  - Utilizing available school and community resources for participation in extracurricular physical activities, including intramural sports and recreational activities
  - Improving fine and gross motor skill performance
  - Demonstrating transfer of learned skills and concepts from one activity to another
- o Students strive to achieve their highest levels of physical performance by:
  - Forthrightly appraising their own progress and establishing realistic personal goals
  - Demonstrating perseverance, concentration, confidence, and cooperation
  - Expressing a sense of personal satisfaction and self-worth related to peak physical performance
- o Intramural recreational activities and interscholastic sports are available to complement the physical education program.
- o Academic instruction is integrated with other departments and includes offerings in:
  - Biomechanics
  - Physiology
  - First aid
  - Substance abuse
  - Health and hygiene
  - Kinesiology
  - Nutrition
  - Safety
  - History of sport
  - Prevention and treatment of injury
  - Anatomy
- o Standards for student performance are written and communicated to all students and parents. Grading guidelines are based on departmental goals and communicated to all. Student profile information, as well as grades, is maintained to record progress from year to year.
- o Students participate in physical education classes throughout their secondary school years.
- o Instructional groups are flexible and relate to the instructional levels of the students for each activity or academic area.
- o Teachers employ community resources such as:
  - Doctors and hospitals
  - Educational television
  - Universities and colleges
  - State and national parks
  - Industry
  - Community leaders
  - Organizations of physical education teachers
  - Recreation departments
- o Physical education teachers are highly knowledgeable about the subject area, understand learning theory, are skilled in instruction, and instill in their students a positive attitude about physical education and a desire to learn more.
- o Teachers take advantage of staff development opportunities in order to refine instructional skills and remain abreast of recent developments in physical education curriculum.
- o The departmental staff works together with administrative staff to evaluate instructional methods and curriculum in order to ensure consistency, coordination, and alignment among courses

and to plan improvements in the program.

- The school and district administrations support the physical education program by ensuring that sufficient staff, facilities, equipment, and materials are available to implement a high-quality program.

VOCATIONAL-TECHNICAL EDUCATION

Vocational-technical education provides students an opportunity to explore, evaluate, and prepare for careers. Vocational-technical education complements and reinforces the core curriculum common to virtually all students.

Vocational-technical education is a continuum of well-planned, coordinated, articulated, and sequential education and vocational training experiences that prepare students for successful participation in the community, home, life, work, and college. It encompasses awareness of careers, exploration of jobs, vocational guidance and counseling, establishment of career goals, employability skills, development of personal skills, job skills' clusters, and general to specific job skills. It prepares individuals for job entry, job advancement, more advanced training, job retraining, and entrepreneurship.

Vocational-technical education in California comprises nine major subject-matter programs: agricultural education, office education, marketing education, consumer and homemaking education, home economics-related occupations, health careers education, industrial arts education, technical education, and trade and industrial education.

Vocational-technical education has a dual purpose in its mission to benefit individuals as well as society as a whole. All students--males and females, the gifted and disadvantaged, the handicapped, and minority and nonminority students--have the right to select a career and receive education and training to make their goals possible.

Students whose career goals include employment immediately after leaving high school and who want to learn the skills and concepts required for an occupation have access to specific occupational training programs from a variety of sources: the comprehensive high school, the regional occupational center/program (ROC/P) associated with the school, the community college, adult education, and the community.

In applying this criterion, consider how the comprehensive high school, the ROC/P, the community college, adult education, and the community interrelate to maximize vocational-technical education opportunities for students. Also, apply this criterion equally to all participating handicapped students, students in nontraditional programs, pregnant students, single parents and homemakers, economically and educationally disadvantaged students, and students with limited English proficiency.

Students learn about various careers so they can make meaningful choices related to careers and develop plans for careers. They develop general employability skills that are necessary for success in a career and apply to successful living. Students have the opportunity to study occupational clusters, and they have access to vocational-technical education programs to learn the specific occupational skills and concepts required for employment or advancement in a particular occupation. Students' basic academic skills are reinforced throughout the entire vocational education program by applying basic academic skills to hands-on tasks.

Students are assisted in making meaningful choices about their careers through their participation in awareness studies of careers and activities that include examining the prerequisites and the characteristics of various occupations. The students prepare plans that address career goals, the course sequences leading to the goals, and other integral components of the students' educational programs, including participation in supervised community-based educational experiences and students' vocational organization activities. Students learn general employability skills, including job interview techniques; interpersonal relationships with customers, coworkers, and supervisors; and work ethics such as punctuality, accuracy, neatness, and efficient and effective use of time.

Students have the opportunity to participate in the study of occupations in the areas of agricultural education, office education, marketing education, consumer and homemaking education, home economics-related occupations, health careers education, industrial arts education, technical education, and trade and industrial education. Students gain broad concepts of an occupational cluster, general skills, and specific skills with wide application, and they acquire an understanding of the nature of work in the various occupations within the cluster.

The comprehensive high school, the ROC/P associated with the school, the community college, adult education, and community cooperate in providing students whose career plans include job preparation with access to an articulated occupational training program. In these programs students learn skills and concepts identified by practitioners and representatives of business, industry, and labor as those that are currently required in specific occupations.

Students reinforce their basic academic and critical thinking skills by applying theoretical concepts to practical tasks, such as the application of English language skills to writing business letters and mathematical calculations to diagnosing and repairing electronic components. Skills and concepts learned by students in vocational-technical education are used as an alternative way to satisfy graduation requirements in core academic subjects when they are comparable to those taught in academic courses.

Students in vocational-technical education programs progress through sequentially structured units of instruction and courses offered by the comprehensive high school, the ROC/P, the community college, and the adult school and in community facilities. The

programs are designed with objectives of performance and provide adequate duration and intensity for the students to accomplish their objectives. Teachers in the schools and employers in business and industry understand the sequential nature of the programs and work cooperatively to ensure that the units of instruction currently taught in schools and the skills and concepts reinforced through community-based experiences coincide.

Students participate in learning activities conducted in classrooms and laboratories in the schools and in supervised learning activities in the community.

Students having difficulty succeeding in the vocational-technical education program are given appropriate special assistance to help them successfully complete the program. Students with limited proficiency in the use of the English language may be helped by a bilingual tutor and with textbooks and written instructions in the language with which they are most familiar. Students with learning handicaps receive special assistance or remedial instruction. Other students needing assistance receive help to overcome the difficulties that prevent them from succeeding in the vocational-technical education program.

Vocational-technical education organizations provide students with the opportunity to develop interpersonal, leadership, citizenship, and occupational skills as an integral part of instruction. Students experience the democratic process in action and gain self-confidence by participating in both cooperative and competitive activities.

Vocational-technical education curricula are reviewed regularly by subject-matter advisory committees. The purpose of these reviews is to keep the programs pertinent to the workplace, to new and emerging technologies, and to the current labor market.

Vocational-technical education teachers are experienced in their occupational fields and keep current with changing technologies. The teachers meet regularly for formal staff development activities, for informal opportunities to exchange ideas and concerns, and for coordination in planning, implementing, and evaluating the program.

The lead person for each vocational-technical education subject-matter area meets regularly with the school's principal to discuss the vocational education program and its role in the school's total program.

The administrations of the school, the district, and the ROC/P support vocational-technical education by encouraging students to enroll in the program, making time available for the students to take the classes, providing qualified teachers, and providing students with access to adequate facilities that meet health and safety requirements, equipment currently being used in business and industry, and necessary materials and supplies for implementing quality vocational-technical education instruction. Such quality instruction is required for the students to prepare for the occupations of their choice.

EXEMPLARS

- Students develop awareness of careers by making use of services and activities such as:
  - Receiving assistance in gathering and interpreting information on careers in the career center, in the classroom, and from guest speakers
  - Completing aptitude and interest tests for careers and having the results explained to them
  - Participating in exploratory and general work experience education programs to explore the world of work realistically
  - Developing career plans, with the assistance of counselors and teachers, that contain immediate and long-range career goals
- General employability skills and concepts are interwoven throughout the entire vocational-technical education curriculum. Students learn job interview techniques and on-the-job interpersonal relationships in specific units of instruction in vocational-technical education courses. In all courses, work ethics, such as punctuality, accuracy, neatness, and efficient and effective use of time, are learned and reinforced during the daily activities of the course.
- Students learn concepts and skills common to a variety of occupations within an occupational cluster. Examples of skills common to a cluster are typewriting/keyboarding that have broad application in the clerical and data processing clusters of occupations, and to other clusters as well, and blueprint reading, which is applicable to a wide range of mechanical, construction, and design occupations.
- Students whose career goals include immediate employment on leaving high school have access to specific occupational skills training programs. The occupations for which the training is provided have a present or projected demand for new employees, and interest surveys indicate students' demand for the training. The skills and concepts learned by the students are identified by practitioners and representatives of business, industry, and labor as those currently required for entry into the occupation. The skills and concepts are expressed in performance objectives.

- The curriculum is arranged sequentially and presented to the students in a variety of methods, including:
  - Large-group instruction
  - Small-group instruction
  - Individual instruction
  - Laboratory work
  - Simulated jobsite work
  - Supervised occupational experiences at sites in the community
- Vocational-technical education students participate in the activities of students' vocational organizations that are appropriate to their occupational areas of study. The organizations are:
  - Distributive Education Clubs of America, DECA
  - Future Business Leaders of America, FBLA
  - Future Farmers of America, FFA
  - Future Homemakers of America/Home Economics-Related Occupations, FHA-HERO
  - Vocational Industrial Clubs of America, VICA
- A subject-matter advisory committee, whose members include a practitioner and representatives of business, industry, and labor, regularly reviews the curriculum and makes recommendations concerning such areas as:
  - Curriculum content
  - Adequacy of equipment and facilities
  - Placement
- Vocational-technical education teachers:
  - Have adequate work experience in the occupations they are teaching.
  - Have professional preparation in the vocational subjects they teach.
  - Remain current in their areas through activities such as participation in professional and technical conferences and workshops and by working occasionally in the relevant occupations.
- The lead person of each vocational-technical education subject-matter area meets regularly with the school's principal to discuss the status of curriculum, facilities, equipment, and staffing and to coordinate the goals and objectives of the subject-matter area with those of the total school.
- The administrations of the high school, adult education, the district, and the ROC/P support vocational-technical education by:
  - Providing adequate vocational guidance and counseling services
  - Allowing appropriate vocational-technical education units of instruction to meet some of the core academic graduation requirements
  - Scheduling enough periods per day in the school for students to have time for vocational-technical education teachers who have sufficient and appropriate professional preparation and occupational experiences in the subject
  - Selecting vocational-technical education teachers who have sufficient and appropriate professional preparation and occupational experiences in the subjects
  - Providing access to a properly equipped and supplied work station for each student in a facility that meets all safety and health standards
  - Providing necessary support services for special needs students in vocational-technical education
  - Providing teachers adequate time for any vocational-technical education program that conducts year-round activities
  - Providing teachers adequate time for integral activities that occur outside the classroom
  - Providing adequate opportunities for vocational-technical education teachers to participate in conferences, workshops, and other appropriate activities designed to help them keep current in their areas of vocational-technical instruction

STUDENTS' PATHS THROUGH HIGH SCHOOL

During high school each student takes his or her own path through the courses offered. This criterion describes how these paths are constructed and the impact of the path taken on students' learning. Two fundamental curricula issues are:

- Does each student's path take him or her through a core of learning expected of all high school graduates?
- Does each student's path go beyond this common core through the courses and learning that enable the student to meet his or her goals and prepare the student for success in higher education and/or the work place?

Apply this criterion equally to all students, including average students, limited-English-proficient students, students achieving at a level significantly below their peers, gifted and talented students, students receiving special education instruction and services, and students who are members of ethnic groups underrepresented in colleges and universities.

All students achieve a core of common learnings that enables them to understand, participate in, and carry on the civilization in which we live. Beyond this common core, electives and specialized courses of study give all students the opportunity to prepare themselves for higher education and/or the workplace. Students are enrolled in the most challenging and engaging sequence of courses that suit their different talents, needs, and aspirations; programs for honors, advanced placements, college preparation, vocational-technical education, general education, and remediation are available. Taken together, the core and the specialized courses provide a four-year path for each student to develop to his or her greatest potential and be prepared to achieve postsecondary goals.

The curriculum experienced by each student as he or she progresses along his or her path through high school is broad-based and balanced. In addition to the core curriculum of English, history-social science, mathematics, science, the fine arts, and foreign language, students are guided to take the courses that will prepare them fully for entrance into higher education and/or employment for their chosen careers. Each course selected along the student's path challenges him or her to be an active learner, to apply what he or she is learning, and to synthesize new ideas and concepts with those previously learned. Students have alternatives for acquiring core skills and knowledge; there are different courses with comparable core content.

The students learn about a wide range of careers and what they must do to prepare for careers of interest to them. They are encouraged to set career goals and plan paths through school that will prepare them to achieve their goals.

Students are able to move from one path into another by way of bridges that invite them to cross over to more challenging paths. The school has definite procedures for identifying potentially capable and/or underchallenged students at the lower and average levels of instruction and has developed support systems that help these students to achieve in higher-level classes. Where appropriate, transitional classes are designed to help students to be successful in a more challenging environment. The scheduling procedures facilitate transfers into more challenging paths. Regular classes are being made more challenging so that all students will be better prepared to lead productive and satisfying lives after high school.

All students have equal opportunities and experience widespread access to quality instruction. Attention to equity and access is apparent in the design and implementation of the curriculum and in tee scheduling process. As a result, all students have access to, and receive support for, success in the core's program. Students from groups underrepresented in college are encouraged to enroll in college preparatory courses. Regardless of gender, ethnicity, or handicapping condition, students have access to vocational-technical education programs related to their career interests.

Parents, teachers, and counselors help students set paths that aim toward their highest, most realistic goals. Students are able to discuss their programs of study, life goals, and career ambitions with their teachers and/or counselors. A schoolwide system of guidance facilitates such interaction and emphasizes the collaborative nature of the processes of course selection. Parents are actively encouraged to participate in the processes of course selection as part of the established procedures. The timeliness of taking certain critical courses is emphasized in the counseling of students and is known to the parents. Teachers, counselors, and students regularly evaluate each student's path to ensure that it is both comprehensive and balanced. Information gained from these evaluations is used to make needed changes in course offerings and scheduling. Students' placements are based on standard criteria and not just on personal judgments.

Students and parents are given timely, accurate, and clear assessments and advice concerning the students' learning progress. These evaluations are given to improve performance and encourage each student to attain his or her highest potential.

Students are encouraged to develop a four-year perspective and to clarify their goals accordingly. They understand and experience

how what they are learning is interrelated. They feel that what they are learning is important to their lives now and in the future.

EXEMPLARS

- o Students and parents are aware that there is a common core of knowledge that the students will be expected to master prior to graduation. They see the value of this core of studies.
- o This core covers the skills, knowledge, and values each student needs to be an active and productive member of our society.
- o Each student has access to courses that fulfill his or her needs and talents, enabling the student to meet his or her goals for high school and beyond.
- o Students experience a program that is continuous in concept and development of skills:
  - The courses' contents are not unnecessarily duplicated.
  - The courses' contents are part of a continuum of learning--no gaps in learning exist.
  - Successful completion of the courses leads students to the acquisition of the identified base of knowledge of the core curriculum.
- o Students and parents are encouraged to consider more challenging alternatives that will promote broader career opportunities on graduation.
- o The school has a process that enables students to take advantage of bridging into more challenging paths.
  - Transitional courses are readily available.
  - Students have high expectations for their careers and maximize the educational options available to meet these.
  - Programs are offered to encourage the students to explore expanded opportunities.
  - Students are encouraged to consider career goals that are nontraditional for their gender or background.
- o Transitional classes enable students with lower skill levels to access higher-level content.
- o Students and parents have been made aware of the various options and paths available to them, based on the students' strengths and unique interests and abilities, and parents are actively encouraged to participate in the course selection process.
- o Students have and take advantage of regular opportunities to discuss their various educational paths, life goals, and career ambitions with their teachers, counselors, and role models from business, industry, and labor.
  - The paths fulfill students' needs and meet students' goals.
  - Students are assisted by trained, interested, and concerned school-site staff.
- o Teachers and counselors regularly review with the student his or her educational plans and progress toward them.
- o Students understand how each course is an integral part of their own four-year program, and understand and experience how what they are learning fits together.
- o The school's personnel and programs focus on the students' personal and academic successes. Students feel that what they are learning is important to them now and in the future.

INTEGRATED SKILLS

Integrated skills are those skills that students must develop and employ in order to master the content of the courses they take during high school. Skills and content are integrated by both instructors and students to achieve learning outcomes. These skills have departmental and schoolwide agreement, and skill acquisition and development are integral parts of all coursework. Consistent application of these integrated skills enables students to master the contents of the courses.

The continued development and use of these integrated skills is a significant objective of the school, which recognizes the need of all students for lifelong learning.

Apply this criterion equally to all students, including average students, limited-English-proficient students, students achieving at a level significantly below their peers, gifted and talented students, students receiving special education instruction and services, and students who are members of ethnic groups underrepresented in colleges and universities.

Students are developing and using the skills of thinking, learning, listening, speaking, writing, reading, and calculating. Written schoolwide policies and departmental implementation plans ensure that these skills are developed in all students regardless of the paths the students take through high school. Uniform expectations for development of skills are practiced departmentwide and schoolwide. All departmental plans specify the skills developed in each course offered by the department and describe how the skills are integrated in each subject-matter area. Departmental plans set up a system that enables progressive and developmental skill training. Faculty members are implementing the departmental plans in each course syllabus.

As a result of this focus on these integrated skills, students at the lower and average levels of achievement are able to move into a more demanding curriculum. An emphasis on integrated skills in the core courses in the first two years of high school gives these students both the skills and content needed to succeed in the more demanding curriculum. At the same time, strengthening the skills of the students in higher-level courses challenges them to excel continually.

All students are expected to increase their thinking skills. Assignments require students to regularly use higher-level mental processes that include analysis, interpretation, evaluation, problem solving, application of principles, and creativity. Faculty members continually model such skills, and the materials of instruction, the learning and teaching processes, and the methods of testing reflect this emphasis on higher-level mental processes. Schoolwide support for raising expectations for students' thinking is present; and parents, students, and community members understand and support the commitment to developing the thinking skills of each student.

Students receive regular feedback on their skill development progress. Time and effort are taken to extend the students' proficiency levels in each of the integrated skills.

Students receive instruction and assistance in library and media use and learn how to access and use a range of information sources. The library offers ample collections of books that support extension of students' interest in the priority curricular objectives of the school, thus enabling students to explore and research in an in-depth manner. Libraries are open before and after school to encourage the maturation of students as independent learners. Libraries offer support services for teachers to integrate library use in regular assignments.

The faculty's in-service programs address the training needed by the faculty to become increasingly proficient in planning and executing objectives of skill development in their courses. Administrators and faculty members continue to raise their own levels of skills through both in-service programs and personal development programs.

EXEMPLARS

- The specific skills integrated into the curriculum include:
  - Reading--Students extract meaning from printed material. The process requires decoding, comprehension, interpretation, and learning.
  - Writing--Students communicate ideas effectively in written form, with correct usage and spelling.
  - Speaking--Students effectively communicate ideas orally in different situations: one-on-one, small and large groups, public speaking, and dramatic presentations.
  - Listening--Students understand both the content and emotional meaning from the oral language of other people. Attending behaviors and active listening are necessary components of this skill.
  - Thinking--Students reason and reflect and use judgment to make effective decisions. Thinking involves knowing facts, comprehending the data, applying information to a particular issue, analyzing, synthesizing, and evaluating. Thinking engages the higher mental processes of problem solving, the application of principles, and creativity that enable students to relate what they are learning to the problems of day-to-day life.

  - Calculating--Students use numbers, arithmetically and algebraically, in both conceptual and practical applications and to understand the relationships and logic of mathematics.
  - Learning--Students gain knowledge and understand information in some systematic order and then use what is mastered in both an academic and practical-life context. Learning is the continual discovery of better ways of acquiring knowledge and the ability to assess and use the knowledge. Learning requires the effective use of study skills. Students are encouraged to examine the organizational and conceptual strategies they use to learn and are helped in becoming more effective learners.

- A schoolwide agreement that all students need to develop the skills of reading, speaking, listening, thinking, calculating, and learning and the teaching of these skills is part of every teacher's curriculum and instructional strategies.

- The leaders at the school ensure that these skills are integrated into the courses both in the instructors' plans and in the students' work.

- Each teacher within each department infuses these skills into all aspects of the curriculum, building on skills learned in a variety of other contexts. A cumulative advancement of all students' skills is present.

- The development of thinking skills is central to instruction:

  - Instructional materials include an emphasis on the higher mental processes.
  - Instruction includes observations, reflections on observations, use of firsthand information and daily experiences, primary source material, and experimentation.
  - Students learn the nature of the subjects and the ways of thinking they represent along with factual content.
  - Instruction tends to be based on inquiry with higher mental process questioning.
  - Testing includes formative tests with feedback and corrections on higher mental process questions.

- Emphasis on these skills is especially evident within the core curriculum required of the students during the first two years of high school. A schoolwide plan organizes this effort.

- Students needing specific help in the basic skills of reading, writing, speaking, listening, and mathematics receive help in special classes or at special times in regular classes.

- Transitional classes enable students with lower skill levels to have access to higher-level content and place special emphasis on the integrated skills to facilitate students' mobility between courses.

- The library's services and hours and teaching practice encourage students to explore and use the library for assigned work and their own interests.

- In-service programs on development of skills enable faculty members to receive appropriate and timely instruction on integrating each of the skills into their instructional programs and on refining their own skills.

- In all courses at all grade levels, students receive regular feedback on their development of skills in each skill area.

INSTRUCTIONAL PRACTICES

The instructional practices criterion focuses on the teaching and learning that is taking place in every classroom in the school. It includes methods for teaching content and design of methods of thought and communication of a discipline; design of lessons to promote students' learning; methods and materials used in instruction; students' assignments and classroom activities; student-teacher interaction in the classroom; and teachers' expectations for the students' success.

Apply this criterion equally to all students, including average students, limited-English-proficient students, students achieving at a level significantly below their peers, gifted and talented students, students receiving special education instruction and services, and students who are members of ethnic groups underrepresented in colleges and universities.

Teachers know the central issues, the major works and people, and the primary methods of thought and communication associated with the subject areas they are teaching. They model genuine interest and enthusiasm for the subjects, show the students what is interesting, and excite in them a desire to learn more about the subjects. Learning time is concentrated on the important priorities of the particular subject, and students are taught how to learn the subject and how to evaluate the relative importance of its varied content. School leaders support staff members' efforts to improve instruction and are knowledgeable about curriculum and instructional practices.

Students engage in the methods of thinking and communicating characteristic of the discipline. Classroom activities encourage students to develop and elaborate ideas, to synthesize new knowledge with their own previously acquired ideas, and to express these ideas orally and in writing. Students periodically explore selected topics in an in-depth manner as part of projects completed over extended periods of time. The proportion of learning time allocated to such projects and the average length of time per project increase over the duration of the course and over the grade levels.

Lessons are designed so that students experience a complete learning cycle. Students are prepared for the new content; the content is introduced, then taught to the students; the students apply the content first with guidance and feedback, then independently; finally, they transfer the content to new situations in synthesis with other content. Throughout this cycle, more frequently in the early phases, the teacher monitors the understanding of the students, adjusting and reteaching as necessary. Teachers employ a wide repertoire of teaching methods to match the kind of learning desired, style of learning, style of teaching, type of content, and resources available. The instruction the student receives provides him or her with the skills and knowledge necessary to develop the capacity to think and learn on her or his own.

Students have frequent opportunities to employ their strengths and interests in learning activities. Variations in assignments and teaching methods are utilized when needed to match students' needs and ways of learning; help is given when students need it. Pace, depth, and focus are adjusted to keep students of every ability level engaged in learning common topics. Students understand the purpose of their assignments and what they are expected to do; they know what they will learn by completing the work; and they have a good chance of doing so successfully. Students with language difficulties engage in guided language development activities appropriate to each subject taught. Students' motivation to learn is recognized and encouraged throughout the school.

Classroom discussions are used to help students recognize the central issues of the subject and to analyze, synthesize, and evaluate what they are learning. Students of every level of ability are asked questions of appropriate difficulty. Classroom discussions stimulate students' interest in the subject. All students feel free to participate in classroom learning activities; each student takes an active part in the class. Teachers respond frequently and informatively to students' responses.

Expectations for learners' behavior are clearly defined and consistently maintained. Grading policies and standards are known to students and parents; they are applied fairly. Students are alerted to their progress and provided specific suggestions for improvement at regular intervals. Students receive prompt feedback on their completed assignments.

The allocation of the teacher's attention to groups and individual students is balanced, timely, and fair. Positive verbal and nonverbal support encourages learning effort and progress. Interactions are guided by the evident belief that all students can and will learn. Time is managed to maximize learning. Students' attention to the learning activity is not disrupted by other students, announcements, or other noninstructional events. Nor do they have to wait for directions, clarifications, or required materials. Excellence in work and assignments is exhibited by students at all levels of achievement; the craft of learning is taught and nurtured in day-to-day activities. Students are taught to help each other learn.

EXEMPLARS

- Teachers in each curricular area are thoroughly knowledgeable of the subject. They know and are able to teach the central issue; they are familiar with the major works, know the roles and

impacts of the major people associated with the works, and are able to use these works and people in assignments that give life to the subject for the students. They know the primary methods of thought and communication of their disciplines and are able to teach those methods to their students.

- Teachers' knowledge of their subjects enables them to concentrate instruction on the important priorities of the subjects and to teach students how to evaluate the relative importance of the ideas, events, works, and people by using knowledge of the subjects.

- Teachers are interested in and enthusiastic about their subjects and are able to instill a like interest and enthusiasm in their students.

- Teachers design classroom activities that require students to develop and elaborate the ideas of their disciplines, to combine these new ideas with their own ideas, to write regularly about them, and to discuss them.

- Individual and group projects are assigned to allow students to explore areas of the discipline in depth. These projects are extended over time and become more frequent and more in-depth as the students progress through the discipline.

- Lessons include all the steps of the learning cycle:

  - Students are prepared for the new content by a review for continuity with previous learning and a check for knowledge of the prerequisites to the new content.
  - Advance organizers, such as the purpose and objectives of the lesson, some ideas of what will be learned, activities and assignments to be used, and so forth, further prepare the students for the new content.
  - The content is introduced.
  - Students participate in interactive learning activities suited to the content.
  - They use the new content with guidance and feedback.
  - They work independently with the content.
  - They transfer the content to other knowledge and skills.

- Teachers monitor students' understanding, giving feedback, adjusting the activities and assignments, and reteaching as necessary. These feedback-corrective procedures occur at regular, frequent intervals.

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- Teachers have and use a wide repertoire of teaching methods to ensure students' learning.

- Instruction emphasizes the students' capacity to think and learn on their own.

- Lessons are designed to engage students' interest and employ their strengths; and pace, depth, and focus are adjusted to keep each student engaged in the lesson and motivated to learn.

- Students know what they are expected to do and what they will learn, and they expect to succeed.

- Students with limited-English proficiency, those using nonstandard English, and those with underdeveloped language skills are provided guided language developmental activities appropriate to the subject being taught.

- Class discussions regularly are used to help students identify the major issues, ideas, and events; to analyze, synthesize, and evaluate what they are learning; and to stimulate interest in the subject.

- In class discussions:

  - All students participate.
  - Students at all levels of ability are asked questions of appropriate difficulty.
  - Teachers direct questions to keep all students involved.
  - Students who are stuck or answer incorrectly are cued or coached to a correct response.
  - Time is given to allow students to formulate an answer.
  - The questions help the students analyze, synthesize, and evaluate what they are learning.
  - Teachers respond by acknowledging, supplying additional clarification and illustration, modifying, applying, comparing, and summarizing students' responses.

- Class time is used for learning activities that benefit most from teachers' interaction; homework time is used for assignments suited to independent work.

- Students know what is expected of them as learners; they understand grading policies and standards, and they believe the policies and standards are consistently and fairly applied.

- Students receive regular progress reports in addition to prompt feedback on assignments, including homework, and specific suggestions for improvement.

- The teachers' attention to groups and individual students is balanced, timely, and fair.

- Instruction is managed to maximize learning.

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- Students know how class time is organized, what they are supposed to be doing, and when assignments are to be completed.
- Time commitments are kept.
- Students do not have to wait for directions, clarifications, or required materials.
- Use of scarce equipment or materials is scheduled to minimize unproductive waiting.
- Class interruptions by announcements, other students, or other noninstructional events are kept to a minimum.
- Learning is encouraged, supported, and valued in the day-to-day interactions between teachers and students.
- Excellence in work and assignments is exhibited by students at all levels of achievement.
- Students help each other to learn.

SPECIAL NEEDS

Special needs programs in secondary schools are those that provide services for educationally disadvantaged students, limited-English-proficient students, gifted and talented students, and students receiving special education services. The services provided to these students support their acquisition of the core curriculum and their participation in the school's total program and enable them to become successful learners. Students with special needs are not isolated from their peers; they enjoy access to this core of common learnings and participate fully in those activities that compose daily life at school.

Apply this criterion equally to all students, including average students, limited-English-proficient students, students achieving at a level significantly below their peers, gifted and talented students, students receiving special education instruction and services, and students who are members of ethnic groups underrepresented in colleges and universities.

The special services the students are receiving support their acquisition of the core curriculum, and each student with special needs is expected to master, to the extent of his or her ability, the core curriculum provided to all students. The total curriculum experienced by the students is comprehensive, balanced, and appropriate to the students' career goals. Special services help students complete and learn from the assigned work of the regular curriculum, rather than displacing the regular curriculum. Students are experiencing success in learning the skills and concepts of the curriculum commensurate with their highest potential and are feeling positive about themselves as learners.

The methods, materials, and assignments used in the coursework are appropriate to the special needs and activities of each student whether those needs result from a handicapping condition, a primary language other than English, or achievement levels significantly above or below those of the majority of students. Special services provide access to the core curriculum by providing comprehensive instruction that promotes normal progress. Beyond the core curriculum, students with special needs have access to vocational and college preparatory programs that fit their career goals. Students develop their potential by means of challenging coursework, appropriate course placements, mentorship, and advanced placement whenever possible. For the high-ability or high-achieving student, special services remove ceilings, raise the conceptual level, and extend the breadth and depth of the core program.

The school environment encourages academic success for special needs students. Each adult working with the students is knowledgeable about their needs, capabilities, and learning progress and expects them to be successful in school. All adults enthusiastically assume the responsibility of helping the student with special needs realize his or her potential as a learner by planning and coordinating efforts to provide a coherent and well-articulated program. Work with students is supported by appropriate staff development activities relating to special needs and is focused on curriculum, instruction, assessment, and students' achievement.

Counseling and personnel services for students provide a strong link between special needs students and core classes. Personnel practices for students ensure access to, and support success in, this core by coordinating the students' schedules to maximize participation in the school, facilitating the ease in which students move from one path to the next, and focusing students' attentions on choices likely to lead to a strong foundation in the skills and knowledge necessary for postsecondary education and/or a career. Students regularly use the services available in addressing a wide range of concerns and feel comfortable doing so.

The schoolwide policies and procedures reflect equity in providing opportunities that maximize the students' potential and create an environment where all students realize success in learning. The academic success of the students with special needs is actively supported by the administration, staff, parents, and community. Ongoing communication and collaboration among teachers, specialist staff, counselors, and parents have resulted in an integrated program for each student, allowing him or her to experience a continuity of learning.

EXEMPLARS

- o Students with special needs have equal access to the core of common learning provided for all students.
  - The curriculum received by students with special needs is well balanced. It includes literature, mathematics, history-social science, science, and visual and fine arts.
  - The student's primary language is used as a vehicle of instruction to the degree necessary for him or her to have access to the regular core of common learnings, to make normal progress through the curriculum, to experience success, and to sustain adequate psychosocial adjustment.
  - Opportunities exist for gifted and talented students to take challenging courses and move rapidly through the core curriculum.
  - Students with individualized education programs (IEPs) participate in the core curriculum to the full extent permitted by their handicapping conditions.

- The special services received by each special needs student support his or her participation in the core curriculum.
  - Special services focus on providing students with the skills they need in order to be successful learners in the regular curriculum.
  - Special services instruction is coordinated with regular instruction through the use of textbooks and other instructional materials, as well as through articulation of the skills and concepts being learned in each curricular area. Special services instruction includes the major concepts being addressed in the regular curriculum.
  - The curricular materials, methods of instruction, and assignments in each course are appropriate to the student's needs, abilities, and language proficiencies.
  - Learning activities in each course build on and extend the student's current level of knowledge. Initial and ongoing assessment of students' learning is timely and employs a variety of modes as appropriate to the learner, including assessment in the student's primary language.
  - Students with special needs work on cooperative projects and assignments with other students; when they need help with a specific skill or concept, it is provided in class by the teacher, a peer tutor, a volunteer, or a paraprofessional.
  - Special services are provided with minimum disruption to the student's participation in the core curriculum.
  - Special services supplement the quality of the instruction students would receive from the core curriculum.

- The lessons and assignments received by the students with special needs are as rigorous and challenging for their diagnosed levels as those received by all students.
  - Lessons and assignments challenge each student to exercise creativity and to develop the critical thinking skills of inquiring, analyzing, solving problems, and evaluating situations.
  - Students use information and ideas from several content areas to solve problems.
  - Students are expected to reason and reflect and use judgment and problem-solving strategies to make effective decisions.
  - Staff and students expect all students to be successful learners and to achieve their highest potential.
  - Gifted and talented students are encouraged to use the integrated content areas to investigate, design, and create beyond the expectations of the regular curricula. They are encouraged to develop learning and inquiry habits in order to become producers of knowledge.

- Students' work shows that students are experiencing success in learning skills and concepts of the curriculum, and it is evident that they feel successful as learners in each curricular area.
  - Students master the skills and concepts of each part of the curriculum before moving to new material.
  - A variety of materials and activities are used with students who need additional time on a given concept or skill.
  - LEP students are moving at paces and at success levels commensurate with their diagnosed abilities, and English is not an impediment to normal academic development.

- Academic success for students with special needs is enthusiastically supported by administration, faculty, and specialist staff.
  - Faculty and specialist staff work together to plan and coordinate efforts to provide a coherent and articulated program for students.
  - Both initial and ongoing assessment data are shared between the regular faculty and specialist staff.
  - Ongoing opportunities exist for regular faculty counselors and specialist staff to meet and share information about the student's progress and to plan instructional and support services for him or her, such as through team teaching or a student study team approach.
  - Parents are kept fully informed of the student's progress and participate in discussions with the student, counselor, and specialist staff regarding his or her program or courses.
  - Adults working with students model effective thinking behaviors, including withholding judgments, searching for alternatives, striving for clarity, and other strategies that reveal the valuing of thinking skills.

- Administration, teaching staff, and counselors are trained to understand the varying needs of students with special needs and are aware of learning opportunities appropriate for these students. They are:
  - Trained to interact with students and provide opportunities to enhance students' status in the school and in the classroom
  - Trained to provide comprehensible instruction in English to nonnative speakers for second-language acquisition and subject matter
  - Trained on the role of the primary language at school and at home to support academic achievement and psychosocial adjustment

STUDENT SERVICES: GUIDANCE AND COUNSELING

This criterion describes how services for students help students succeed in school. The term student services refers to a comprehensive program of guidance and counseling for all students in support of their academic studies and their participation in school life. The guidance and counseling program helps students develop an academic plan that aims at their highest goals and determines unique personal paths through high school; supports a positive school climate for success in school; helps students overcome behaviors disabling to learning; and removes barriers to equal access and equity. The result of high-quality student services is that all students learn how to plan effectively, deal with societal and educational change, and take personal responsibility as independent lifelong learners.

Students receive academic counseling, a guidance curriculum, individualized student planning, and delivery systems of student support. The goal of the program of these services is to enable students to understand their growth and development and to acquire the knowledge and skills needed to make decisions on their educational and career paths.

Apply this criterion equally to all students, including average students, limited-English-proficient students, students achieving at a level significantly below their peers, gifted and talented students, students receiving special education instruction and services, and students who are members of ethnic groups underrepresented in colleges and universities.

INTEGRATED PROGRAM

Clearly articulated policies and procedures ensure that every student receives an integrated program of services which facilitates personal and academic success and includes academic counseling, a guidance curriculum, individualized student planning, and systems of student support regardless of the number of counselors at the school. Students experience a schoolwide system of guidance in which they are able to discuss their own paths through high school with their teachers and/or counselors. All students are encouraged to pursue the most rigorous course of study at which they could be successful.

GUIDANCE CURRICULUM

Students are systematically taught the guidance curriculum through classroom and group activities, thereby acquiring necessary and timely decision-making information. They learn that the primary purpose of schooling is the acquisition of knowledge and skills. They receive knowledge of self and others, develop positive mental health, and acquire and use life skills. In addition, students learn and apply planning and survival skills to academic, personal, prevocational, and precollege problems and decisions and develop personal visions of their futures and what they want to be. Students experience a rewarding learning environment based on the cooperative involvement of guidance and counseling staff, teachers, students, and parents.

INDIVIDUALIZED STUDENT PLANNING

Timely guidance, counseling, and referral services enable students to address educational, career, personal, and social concerns and to engage in careful planning, programming, and monitoring of their learning and development. Through individualized planning, students are assisted in appraisal and placement so that they can plan, monitor, and manage their academic learning and their personal and career development. Students receive timely and regular counseling services to meet their immediate needs and concerns. Through these services and individualized planning, students are able to remove barriers and to pursue effectively their unique paths through high school. Administrators, guidance and counseling staff, and teachers actively identify, encourage, and assist minority students who are underrepresented in college to pursue paths that will lead to admission to a four-year college or university.

STUDENT SUPPORT SYSTEMS

Student access to support systems within and outside of the school enhances learning and successful participation in school life. Student services are clearly defined and widely known, and the total school community understands its specific role in these services. The school's student services, including student health care, psychological support, and services for students with special needs, are comprehensive and well integrated. Administrative leadership and guidance and counseling staff members coordinate and collaborate with the community in prevention and early intervention programs for students at risk of dropping out of school and provide educational alternatives and opportunities for minority students who are underrepresented in college.

ASSESSED STUDENT NEEDS

Assessed student needs are addressed in priority order through a written scheduled program of activity which includes academic guidance, challenging educational programming, character development, individual and group counseling, group guidance, peer

counseling, and student and parent advisement. The use of appropriate technology and computerized guidance systems enables students' easy access to information. The program of services, which includes a guidance calendar, is well publicized.

PROGRAM SUPPORT

Administrative leadership in the area of student services is evident throughout the school. Leadership promotes the integration of counseling roles and guidance strategies into the total school curriculum and program. Communication between counselors and teaching staff is open and productive. Staff development activities are designed to help guidance and counseling staff members and school staff efficiently deliver support services in order to meet the identified needs of students. An ongoing review is made of the services provided, which are evaluated in a timely manner by students, parents, and staff. As a result of the evaluation, the allocation of resources, including time, is examined and changes are made to improve the quality of services to students.

EXEMPLARS

- o The guidance program consists of support services provided by a number of school staff, including counselors, administrators, teachers, paraprofessionals, and others, to help students:
  - Gain understanding of their social, intellectual, and emotional development.
  - Become knowledgeable about educational, career, and social opportunities.
  - Learn decision-making, problem-solving, and self-management skills.
  - Combine these insights and skills in becoming independent, active learners.
- o The counseling program is an important and central focus of guidance. It ensures communication between school counselors and students about issues that facilitate or inhibit personal growth, academic achievement, and planning and decision making.
- o A program of services is comprehensive. It includes academic counseling, curriculum guidance, individualized student planning, and support systems within and outside of the school.
- o Students acquire regular and timely information to enable them to make informed choices as they plan and select their programs. They are provided with curriculum guidance, advisement, individual and group counseling, computerized guidance systems, guidance handbooks, newsletters, bulletins, workshops, and mentorships.
- o Students develop planning and survival skills through guidance and counseling activities:
  - Guidance curriculum units and activities
  - Student advisory groups
  - Shared activities between and among counselors, teachers, parents, students, and outside resource people
  - Individual and group counseling
- o Planning and survival skills include:
  - Educational and career planning
  - Study techniques
  - Goal-setting
  - Decision-making
  - Effective communication
  - Interpersonal skills planning
  - Conflict management
  - Stress management
  - Self-esteem
  - Multicultural understanding
- o Students experience a rewarding learning environment that is characterized by:
  - A clear sense of the school's academic purpose
  - Contact with supportive caring adults
  - A sense of community
  - A balanced curriculum
  - Clear academic objectives
  - Monitored academic progress
  - Rewards for academic success as well as success in extra-curricular and co-curricular activities
  - Student and parent involvement
  - Team problem-solving
  - School-community cooperation
  - An orderly and safe campus
- o Students acquire assistance in removing barriers to equal access and equity and overcoming disabling educational, career, personal, and social problems through cooperative schoolwide guidance and counseling approaches:
  - Regular encouragement to pursue more rigorous courses of study
  - Systematic monitoring of students' academic progress whereby students and parents are informed when a student is performing below potential before the problem becomes chronic
  - Early identification and establishment of programs for academically able students from groups traditionally underrepresented in colleges and universities
  - Early identification procedures by teachers and counselors for students with poor attendance or poor study habits, dropout potential, and other at-risk factors
  - Timely and regular counseling

- Individual and group counseling
- Peer counseling
- Identification and referral process to outside social agencies and community-based organizations for problems involving alcohol, drug abuse, suicidal tendencies, pregnancy, eating disorders, and other life-threatening situations
- Student study-team approaches to review individual student profiles
- Multidisciplinary approaches by means of student support service teams
- Affective curriculum and programs that increase feelings of self-esteem and combat social isolation and alienation
- Cooperative strategies to build peer, cross-age, and/or adult tutorial and mentor programs

o Guidance and counseling are acknowledged by and reflect priority needs as a result of:

- School board policy statement
- Guidance and counseling program goals and objectives
- Student outcomes and competencies
- District plan for guidance and counseling services
- Guidance calendar for service delivery

o Leadership roles within guidance and counseling are evidenced by:

- A systematic program of activities to support students' educational process, such as grade-level curriculum guidance, timely and regular counseling, and community mentorships
- Coordination of school and community resources to meet emotional, physical, and social needs of all students
- Consultation with parents, staff, and community through individual meetings, workshops, seminars, large-group discussions, and other means directed to the educational, career, personal, and emotional/social development of students
- Presence of proactive (prevention) services, such as dropout prevention programs; developmental services, such as affective curriculum; and reactive (remediation) services, such as drop-in or crisis counseling
- Assistance to curriculum specialists, teachers, and staff in formulating instructional practices which ensure equal access, instruction, and opportunities for all students
- Articulation and collaboration with institutions of higher education, business and industry, and professions to encourage and support underrepresented minority students

o Staff development activities are designed to help guidance and counseling staff and school staff deliver support services efficiently to meet the identified critical needs of students.

o Student services are evaluated continuously and annually by:

- Administration, analysis, and reporting of needs assessment data
- Analysis by an outside consultant
- Interviews with students, parents, and staff
- Evaluation of individual guidance and counseling activities through questionnaires

IMPROVEMENT PROCESSES

The improvement processes are all those activities that involve the school and its staff in continuous organizational, curricular, and personal development in order to improve the quality of the instructional program, the environment and culture of the school, the skills of the staff, and students' learning. The criteria for assessing the professional and institutional renewal efforts at the school revolve around the extent to which the activities promote a high-quality educational program. A key goal for the school as an organization is the establishment of an effective and meaningful improvement process.

Apply this criterion equally to all students, including average students, limited-English-proficient students, students achieving at a level significantly below their peers, gifted and talented students, students receiving special education instruction and services, and students who are members of ethnic groups underrepresented in colleges and universities.

The school's decision-making processes are clearly defined and widely known, and all persons involved understand their roles in these processes. The processes emphasize broad-based collaboration and include parents, students, and the community at large. The school site council is integral to the school's decision-making process, and it plays a central part in the decisions made to improve the school.

Improvement goals reflect a strong academic orientation throughout the school, and the school's improvement processes focus on preparing students to lead productive and satisfying lives. Changes in the larger society as well as the local community, demographic changes, intellectual and cultural transformations, technological changes, political movements, and changes in the expectations people have for schools are considered in the setting of improvement goals.

The school's leadership promotes and supports improvements in the schools' program consistent with the school's and district's goals. Time is allocated to a regular process of analyzing and evaluating data about students' performance and motivation, staff's performance and morale, and implementation of the instructional program. Based on discussion and understanding of what causes the results evident in these data, plans for improvement are made and implemented.

The goals and objectives of the program are clearly defined, and standards and expectations for students' achievement and behavior are known and shared by staff members and students throughout the school. The allocations of resources, including time, and the working relationships of everyone at the school are focused on achieving these goals and objectives. The school's plan provides a focus of alignment of curriculum, instructional practices, and evaluation. The coordination between the regular program and services for students with special needs is maintained through ongoing planning efforts by teachers, specialist teachers, the principal, and other administrators.

An open and trusting rapport is evident among teachers and administrators. Administrative and faculty leaders recognize that teachers are the primary decision makers in their classrooms and actively support their efforts to improve instruction. Teachers readily participate in the development and implementation of improvement efforts throughout the school.

Staff development activities are ongoing and are planned, carried out, and evaluated for the purpose of improving the job-related knowledge and skills of principals, teachers, instructional aides, classroom volunteers, and other student support personnel, including parents, who regularly interact with students. Commitment to continued participation in staff development activities is obvious. Time allocations reflect the importance attached to personal and organizational renewal by individual faculty members and administrators and collectively by the school community. Adult interaction at the school sustains high interest in professional growth and improvement.

Supervision of instruction is ongoing and systematic. The procedures are understood by all staff members; the process is clearly aimed at instructional improvement; and the results demonstrate the efforts of the entire staff to make supervision effective and purposeful. Teachers receive feedback that facilitates instructional improvement as it is related to their teaching methods and students' learnings. The feedback is based on data collected in classroom observations, students' work, and discussion. Principals and other supervisors receive feedback about the process and their skills used in making the process work.

EXEMPLARS

- Teachers, administrators, parents, students, and community members work collaboratively to plan, implement, provide follow-up, and assess the school improvement efforts.
  - The improvement efforts are designed to involve the school and staff members in continuous organizational, curricular, and personal development and to affect students' learning outcomes.
  - A regular assessment of staff and school improvement activities helps promote better student learning.

- The schools' staff is knowledgeable about the decision-making process:
  - Who is responsible for what
  - What kinds of evaluation data are routinely collected
  - How those data are analyzed, by whom, and how they are used in planning programmatic changes
  - How to use the ongoing planning process to institute programmatic changes
- The school-site council is at the center of the improvement efforts at the school:
  - Council members participate in the assessment of schoolwide needs and establish priorities for improvement efforts.
  - Council members, working with others at the school, establish improvement goals and objectives and design strategies to achieve those goals and objectives.
  - Council members determine how resources, including school improvement funds, will be used to achieve the goals and objectives.
  - Council members periodically monitor the implementation of the improvement activities and at least annually evaluate their effectiveness.
- The improvement goals and objectives focus on enabling students to lead successful and productive lives. They address concerns beyond the immediate school, such as:
  - Changes in society
  - Technological changes
  - Demographic changes
  - Intellectual and cultural transformation
  - Political movements
  - Expectations for the school
- The improvement efforts of the school are consistent with the district's and school's goals.
- Administrators and faculty organize, manage, and support an ongoing improvement process that has broad-based staff and parental participation and commitment. This process includes:
  - Evaluation of students' and staff's performance
  - Evaluation of the curriculum and its implementation
  - Analysis of symptoms and determination of cause
  - Plans for action
  - Strategies for implementation
- Time is regularly allotted for collecting, analyzing, and evaluating data about the school's program and students' learning and for discussions about probable causes and solutions in areas in need of improvement.
- A broad-based collaborative planning process results in:
  - Standards and expectations for students' achievement and behavior are known and implemented throughout the school.
  - The efforts of everyone at the school are focused on achieving the goals and objectives of the plan.
  - Alignment exists among curriculum, instruction, and evaluation in each department.
  - Services for students with special needs are coordinated with the regular instructional program through the ongoing planning efforts of those providing the services.
- The teachers demonstrate commitment to the school's ongoing improvement process:
  - A trusting and open rapport exists among teachers and between teachers and administrators.
  - Teachers are recognized and supported as the primary decision makers within their classrooms.
  - Teachers are motivated by their sense of efficacy--the belief that what they do makes a difference in students' learning.
- Staff development activities are teacher-directed, experiential, and problem-centered.
  - Staff development is school-based and addresses individual and schoolwide goals and specific student needs.
  - The assessment of students' progress in relation to the curriculum determines the instructional areas requiring either individual or whole staff instruction and support.
  - The assessment of the participants' strengths, competencies, interests, and needs determines the content of the staff development program.
- The staff development activities are helping staff members refine existing skills, as well as learn new skills, attitudes, and behaviors that are more effective in the classroom setting, and gain knowledge necessary for effective implementation of the curriculum.
- The staff development activities use effective teaching practices, including:
  - Modeling
  - Guided practice
  - Coaching
  - Peer observation, support, and assistance
  - Follow-up support for staff
- Staff are directly involved in planning and evaluating staff development activities and are committed to continued participation.

- The administrators actively support the program through participation, allocation of time, and use of fiscal and personnel resources.

- Instructional supervisors give timely feedback to teachers based on observations of classrooms, students' performance, and discussion. Feedback and coaching include:

  - Implementation of goals and objectives of the curriculum
  - Management of the classroom, including maximum use of time for instruction
  - Interaction with students
  - Design and presentation of lessons
  - Development of thinking and communications skills
  - Opportunities to express creativity

THE CULTURE OF THE SCHOOL

The culture of the school relates to the impact of the school's total environment on those who are parts of the organization and those who interact with it. The school's culture affects not only the faculty and students; it also affects the parents and the community at large.

Culture is a tone, an atmosphere that is apparent throughout the school. The culture reflects the school's shared values, its sense of mission, its dominant ideas, its philosophy. Culture identifies what is important; it provides meaning to staff, parents, and students; it integrates the several objectives of the organization into a sensible whole.

Culture is communicated by symbols, ideologies, language, and stories. While the culture is primarily shaped by the school'sleaders, it is communicated most effectively by the people who make up the school. The more that the students, faculty, and parents speak of what is really important to the school, the more pervasive are the shared values that make the school what it is. A school's culture that is well articulated by its storytellers is effective in enabling the school to achieve its mission.

Apply this criterion equally to all students, including average students, limited-English-proficient students, students achieving at a level significantly below their peers, gifted and talented students, students receiving special education instruction and services, and students who are members of ethnic groups underrepresented in colleges and universities.

The school's culture is directed toward students' learning. Principals, faculty, parents, and others working with the students demonstrate a shared purpose to develop each student's cultural, moral, intellectual, and emotional character to its greatest potential. There is evident belief that this purpose is primary for the school and possible to achieve for virtually every student. The school's goals, policies, practices, and attitudes reflect the primacy of this purpose.

The school's leaders (administrators, faculty, students) actively shape and promote the culture of the school; they build purpose into the social structure of the school; they shape the vision of the school; they promote and protect the school's values; they strive to develop the school into an institution that responds to the highest academic, moral, and social standards. The school's leaders initiate activities that focus the creative energies of the organization so that the school's purpose and vision shape the everyday behavior of teachers and students inside the classrooms.

The environment of the school is safe, orderly, and supportive. Students find school a good place to study and a pleasant place to be. Schoolwide standards for students' behavior are perceived by students and staff members to be fair and equitably enforced. Instances of vandalism and/or violence on campus are very rare; students' absenteeism and dropout rates are maintained at a minimum level. The faculty's and students' expectations of students' behavior help make the school's environment conducive to learning.

Leadership is shared among administrators, faculty, and students, and collaboration among the leaders is evident. Departmental chairpersons provide leadership in their departments and throughout the school that promotes high standards of faculty professionalism. Teachers' and students' organizations and their leaders contribute significantly to the promotion and protection of the school's culture, including the school's mission and purpose.

A climate of innovation and experimentation allows faculty members the professional freedom to pursue the school's mission with greater accomplishments. The teachers feel a strong sense of efficacy, and they believe in their own ability to attain high levels of students' learning. They are inspired by the vision of the school's educational mission and work to translate that vision into reality in their classes.

Administrators and teachers continually seek to develop themselves as professional educators and as human beings. Peer relationships include frequent informal discussion on educational issues, mutual help, mentoring support, training, and retraining; they help in defining and redefining school values; they support the notion of educating and reeducating. Problems and weaknesses are openly recognized, and there is a candid search for improvements. The values of serving students, professional development, and self-renewal are integrated in the school's culture.

EXEMPLARS

- The school's focus on learning is commonly shared by administrators, teachers, students, and parents.
- The educational mission of the school is easily identified by people who visit the school.
  - The school seems vibrant, healthy, successful, businesslike, and effective.
  - The atmosphere evidences the learning that is taking place.
  - The behavior of the people in the school reflects the learning mission.
  - The academic achievements of students and faculty are evident.

- Faculty, students, parents, and administrators communicate the school's culture by:
  - Recounting the tales of its heroes
  - Acting out its myths
  - Participating in its rituals
  - Developing its image
  - Clarifying its metaphor
- The school's focus on students' learning is reflected in:
  - The school's philosophy and policies
  - Daily decision making
  - The school's climate
  - Attendance and discipline policies
  - School and classroom management practices
- The values of the school are known to all. Administrators, faculty, and students are able to articulate the values and are comfortable sharing them with outsiders.
  - The leaders are known to protect and promote the enduring values of the school.
  - The values affect the behavior of the people in the school.
- The school's leaders promote transcending values that motivate faculty, administrators, students, and parents to raise themselves and the school as an organization toward higher ethical and social purposes.
  - These transcending values are clearly articulated in the school's philosophy.
  - Justice and equity are evident in the interactions of teachers and students, administrators and faculty, and the school's staff and parents.
  - High expectations of behavior promote an environment that bespeaks the transcending moral and social values.
- Standards and expectations for students' behavior have been established schoolwide and are equitably and consistently enforced. The consequences for violating schoolwide rules are well established, widely known, and fairly enforced.
- The school's culture places a high priority on a safe and orderly environment.
  - Disruptive behavior is at a minimum.
  - Personal safety is not a problem in the school.
  - The classes, library, corridors, and lavatories are monitored to prevent discipline problems.
  - Students are motivated to exert self-discipline and to develop high expectations of behavior for themselves and other students.
- A clear system exists for recognizing and rewarding outstanding students' and faculty's accomplishments.
- Absenteeism of both students and staff is not a problem at the school; established procedures exist for maintaining attendance at a high level.
- Violence and vandalism are rare occurrences.
- The students' dropout rate is minimal.
- The schools' leadership is shared among administrators, teachers, and students. The educational leaders of the school:
  - See their major function as shaping the culture and the vision of the school.
  - Speak often of the school's mission, and their behavior reflects a deep commitment to it.
  - Work to develop the community's consciousness of the school's mission.
- The school's leaders, including leaders of teachers' and students' organizations, engage others to improve themselves and their school continuously. They:
  - Influence others toward personal and organizational improvement.
  - Interact with others to develop mutual goals for the school and themselves.
  - Care about others, their professional development, and their creative application of the school's purpose to their offices and classrooms.
  - Instruct others in the school and then work with them closely over a period of time.
- Teachers enjoy a large degree of professional autonomy; they are encouraged to use their best professional judgment in carrying out the school's mission of achieving high levels of students' learning.

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